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ILLINOIS HISTORICAL SURVEY















VOLUME IX.—1863.

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THE

# ILLINOIS TEACHER:

DEVOTED TO

Education, Science, and Free Schools.

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ALEXANDER M. GOW, }  
SAMUEL A. BRIGGS, } EDITORS.

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# ILLINOIS TEACHER.

VOLUME IX.

JANUARY, 1883.

NUMBER 1.

## LEAVING THEIR MARKS.

"A VISITOR who has lately visited the new apartments in Pompeii speaks as follows, and we endorse his words:

"I must not leave this house without saying that vulgar scoundrels have already begun to leave their marks on the frescoed walls. M. A. Safford and Kitty Hill of the United States have been here. Who are M. A. Safford and Kitty Hill? The world will never know the names except as representing two individuals who had no respect for art, and who set their little to deface what time has preserved for centuries."

We read the above with some little mortification, though without any surprise. Why should not M. A. Safford and Kitty Hill of the United States leave their mark abroad, just as they were educated to do at home? This is a free country, and surely it is not exercising a very great privilege to write one's name to show your friends you have been travelling.

This thing of writing one's name in public places is said to be an American peculiarity, and so general that it may be said to be one of our "peculiar institutions." We confess we belong to that class of sensitive and peculiar people who dislike to see scribbling in every public place. It does offend our ideas of neatness, cleanliness, and good taste, to find these evidences of offensiveness, rudeness or vice spread abroad upon every surface where marks can be made. We complain that this is the teaching of American youth of both sexes. It is negative teaching, it is true, but none the less teaching for that. There is scarcely a school in the land whose halls and walls are not marred, mutilated, and defaced, by this offensive practice. Not alone in the cheaply-built and roughly-furnished school-houses do we find these evidences of bad taste: such vandalism may be found upon the highly-polished and beautifully-painted walls and wood-work of most of the

high schools, colleges and seminaries in the land. Nor does it stop with the mere record of one's name—that but leads to gross caricatures and studied vice. The first pencil-mark made on a school-building is the entering wedge to a flood of corruption whose influence no one can estimate. This vice is so common that many teachers, we should say most, do not seem to see or appreciate it.

Three years ago the writer made a visit to one of the finest and most complete school-houses of its size in the West. It was finished from the basement to the belfry in the best style of workmanship. An unusual amount of expense had been lavished upon it. The only idea of the builders seemed to be the construction in every respect of a first-class school-building, regardless of expense. The house contained nine large rooms; the largest being a fine airy hall. As an evidence of the taste displayed, some of the rooms had handsomely-frescoed ceilings and walls. Having occasion to be in the vicinity recently, curiosity led us to enter the school-building again; but, horror of horrors! its beauty had departed. The doors were scarred, the fastenings broken; whole rows of hat-hooks were knocked off, their remains showing where they had been; but the worst feature of the whole was the vicious, villainous writing, scribbling and cutting of the doors, walls, and black-boards. There were Object Lessons enough to contaminate a whole district. Our conclusions were that, had we children to educate, we never could send them to a place where vice and depravity were so conspicuous, so prevalent, and evidently so unrebuked. Every parent would be horrified at the idea of sending innocent and impressible children to remain for one hour in a brothel; but in many schools it is infinitely worse, for children are in contact with palpable, shameless vice, staring them in the face at every angle and on every wall for six hours a day and for five days in a week. This ought not to be, and need not.

Of course this habitual disregard of the decencies and proprieties of life, and of the rights of others, leads to the destruction of property, both public and private. It is related as a tradition that the rude mounds erected along our rivers by the aborigines in memory of their dead were visited each year for the purpose of repairing the waste caused by the frosts and rain, thus adding a yearly tribute of affection and regard to the loved and lost who had preceded them to the spirit-land. What a contrast in the education and habits of these savages with our enlightenment.

Go into our places of sepulture and see how many beautiful monuments are disfigured and broken by the hands of our own people. The writer recollects being in one of the cemeteries near Philadelphia,



at the entrance of which was placed a most beautiful and emblematical group of statuary. It was an embodiment of Sir Walter Scott's idea of Old Mortality. There was the old man with his mallet and chisel, sitting upon a slab renewing its almost illegible inscriptions; near by his pony; and in front, viewing the old man and his work, stood a fine statue of the author of Waverley. Such a work of art, so elegant in design and so fine in execution, standing in such a place, might have been deemed sacred and exempt from injury and abuse. But no: the M. A. Saffords and Kitty Hills must exhibit their appreciation of it by scribbling their names and their wit all over the work, until it was sadly defaced and marred.

In another case we knew of a beautiful monument erected on the banks of the Mississippi, at considerable expense, by the friends of an officer who died in the service. Besides the defacing and scribbling upon it, it was almost entirely destroyed by persons who chipped off its corners and ornaments to take home as mementoes of their visit to a burying-place on that river.

Now it is high time this outrage upon taste, upon right, upon public decency, was corrected in our schools. There is where the *education* in this matter commences, and there it is that good taste, correct ideas, and principles of common decency, should be inculcated. A school where such things as we have spoken of exist is a public nuisance in stead of a blessing to a community, and the sooner it is abated the better.

Will not our teachers and directors open their eyes and see these things, and when they see them set themselves resolutely to work to cure them? It is to be hoped they will.

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#### THE SPHINX QUINQUEMACULATUS.

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A few days since I received a small package by express. It was brought to the door of my school-room by a lad who was ignorant of the source whence it came, and said there was 'nothing to pay'. A free package! Moderate in size, cylindrical in form—probably a token from some friend, perhaps a veritable bijou! I remove the ligature, '*incidere linum*'. I find a note infolding a casket—no, not of silver, but, for its purpose, just as good. The note is in the hand of a much-valued friend. I read:

"Last evening I found a strange fellow on my strawberry-bed," (*a thief, no doubt, thought I*) "and gave him different lodgings." (*Right! He deserved a place in the lock-up.*) "I put him gently into a pasteboard match-box;" (*what! a thief in a match-box?*) "but, not liking his accommodations, I suppose, he gnawed a hole through the box and escaped." (*Let the exclamations pass.*) "I recaptured him, however, and not knowing what he is, either species or genus, I send him to you. If you can make any thing of him, you are welcome. He *may be* a common bug, but he is new to me."

And now what can the 'strange fellow' be? On opening the box I found what was intended for a magnificent specimen of the *Sphinx quinquemaculatus*, or five-spotted sphinx, with its wings but partially developed. It was to me a very familiar acquaintance; but as it was new to my excellent friend, and may be equally so to some others who look with a little curiosity into the naturalists' corner in the *Schoolmaster*, I will venture to detail the manner in which I obtained my first intelligible acquaintance with this variety of the sphinx.

Some eight years since, among some other entomological experiments, I resolved to learn the history of the large green worm which is so frequently seen upon the vines of the potato and tomato. At that time I had no means of information at hand except experiment. It was near the close of July when I selected two of these worms, which I found upon my tomatoes, and carefully fed them up to the time of the commencement of the summer vacation. At this time they were three inches or more in length, marked with the usual oblique whitish stripes along their sides, and wearing the peculiar thorn-like appendage upon the tail which characterizes the species; but they did not seem at all ready to exhibit any new development of form or nature. Here was a dilemma. I wished to be absent with my family during a large portion of the vacation, and was quite at a loss what to do with my pets. I finally hit upon an expedient. There was standing in my garden a good-sized flower-pot with a thrifty tomato-plant growing in it. I took this, placed it in a pail partly filled with water, to keep the plant from withering, and carefully guarding the space between the flower-pot and the pail with thick paper, I placed them upon the plant, set the pail with its contents into a sink in a small pantry containing a window, shut the door, and left them to enjoy their banquet in security. On returning from my visit I lost but little time in neglecting to look after my worms. They were no where to be found. They had devoured nearly all the leaves and young fruit upon the tomato-plant, which was still fresh and putting



forth praiseworthy efforts to recover from its terrible scathing, but they had vanished and not left a trace behind. I searched every nook and crevice, from topmost shelf to remotest corner. There was no possible place of escape, and yet they were fairly gone. One only place remained. I had not searched the flower-pot. Carefully I began to remove the earth, and had not proceeded far before I discovered a brown chrysalis with an appendage bending round from the head to the breast, resembling the handle of a jug. Soon I discovered another.

One part of the enigma was solved. Clearly it was the habit of the worms to retire into the earth before passing into the form of chrysalides. In the month of October I went to the city of Savannah, Georgia, to spend a year in the poetically 'sunny South', but did not forget to take my chrysalides along with me.\* In due time they gave forth mature insects, earlier than they would have done at the North, and thus the mystery was solved. During my residence in Savannah I captured several of the same species, and also two or three specimens of the splendid Carolina Sphinx, or Hawkmoth, as they were poisoning themselves on the wing, just at nightfall, while sipping honey from the flowers, with their proboscis extended from three to five inches in length. I have often found the chrysalides of these moths when spading up the earth in spring. The mature insects make their appearance in the month of July, and may be seen after dusk poisoning themselves on the wing among the flowers while sucking the honey with their excessively long proboscis. While thus engaged their appearance so much resembles that of a humming-bird that they might easily be mistaken by a careless observer. Hence they are often designated by the name of humming-bird moths. Their distinctive features are so marked that they are not easily mistaken. Their wings are long and narrow, and terminate almost in a point. Their structure is much stronger than that of the lepidoptera, and they are moved by very powerful muscles. Their motions are so rapid and so forcible that when captured it requires no inconsiderable effort to hold them in the fingers. Indeed, I have some times experienced a sensation very much like that produced by a moderate galvanic circuit while holding them between the thumb and finger, owing to the in-

\*I congratulate myself that this was before the days of secession. The months I spent there were months of pleasure and romance. They could not be so now. It is not pleasant to think that the beautiful city, with whose entire vicinity I had become familiar in my frequent rambles in search of some new shrub or tree, some novel plant or insect, is trodden by the feet of traitors. But it shall not always be thus.

tense rapidity of the muscular action by which they were attempting to escape. Their bodies are thick, tapering gradually from the thorax to the extremity of the abdomen, thus imparting to the insect a remarkable gracefulness of form. The *Sphinx quinquemaculatus* is one of the largest of the genus, its wings measuring very nearly five inches from tip to tip when expanded. It derives its specific name from five orange-colored spots on each side of the abdomen. The ground color is gray, marked with lines and bands of a darker color.

The name of the sphinx is said to have been given to this group of insects by Linnæus, in consequence of a fancied resemblance between some of their caterpillars, when at rest, and the Egyptian Sphinx. This resemblance is effected by the peculiar manner in which they will support themselves upon their hind feet, while they shorten and elevate the fore part of the body in a curved position, and remain motionless for hours. Hence the name of poplar-dogs by which they are familiarly known among the boys. They are quite destructive when they attack potatoes or tomatoes in large numbers, in consequence of their large size—more than three-fourths of an inch in diameter and from three to four inches in length—and their extreme voracity. Perhaps the best way to diminish their ravages is to destroy individually each caterpillar, moth, and chrysalis, that can be found.

Most of the sphinges are nocturnal in their habits. There is one exception, however, sufficiently interesting to merit special attention. This is the *sesia pelasgus*, which, as it passes from flower to flower in the bright sunshine, and poises itself on the wing while extracting their nectar, so nearly resembles a small humming-bird as to be almost certainly mistaken for one by those who are not familiar with it. Its habitual colors of shaded and changeable green, olive, maroon, and red, its narrow and delicately-veined wings with transparent centres, and the variegated tuft of feathers which terminate its tail, and which it spreads out like a fan while on the wing, render it one of the most beautiful and interesting of the insect races. Though not very abundant, the careful observer will be pretty certain to see it during the hours near the meridian in the month of August, passing rapidly among the flowers. I have seen it most frequently gathering honey among the clumps of *phlox paniculata*, so common in our gardens. When expanded they measure about two inches.

The ægerians constitute another group among the sphinges scarcely less interesting than the last. They are very destructive in their habits. Their colors are very brilliant, and they are characterized by the clear wings and tufted tails which distinguish the *sesia pelasgus*. Their size is less, and their general shape bears considerable resem-

blance to that of a wasp or bee. One variety I have been wont for years to capture among the cucumber and squash vines. They were objects of interest to me specially on account of the abundant fringes of black and orange with which their hind legs are clothed. It did not occur to me to inquire after their partiality for the cucumbers and squashes. I had often seen the vines with their leaves withering day after day, and had traced the effect to the ravages of worms entering near the root and eating out the centre of the vine. I did not, however, associate their ravages with the visits of the beautiful moths.

The following passage from Harris's elegant work on insects, in which he gives a beautiful colored representation of the moth, and wood-cuts exhibiting the larva and cocoon, explains this in a manner quite satisfactory:

"During the month of August the squash and other cucurbitaceous vines are frequently seen to die suddenly down to the root. The cause of this premature death is a little borer which begins its operations near the ground, perforates the stem, and devours the interior. It afterward enters the soil, forms a cocoon of a gummy substance covered with particles of earth, changes to a chrysalis, and comes forth the next summer a winged insect. This is conspicuous for its orange-colored body spotted with black, and its hind legs fringed with long, orange-colored and black hairs. The hind wings only are transparent, and the fore wings expand from one inch to one inch and a half. It deposits its eggs on the vines close to the roots, and may be seen flying about the plants from the tenth of July till the middle of August. This insect, which may be called the squash-vine ægeria, was first described by me in the year 1828, under the name of *ægeria cucurbitæ*, the trivial name indicating the tribe of plants on which the caterpillar feeds."

To this same group belongs the 'pernicious borer' whose ravages have so often proved fatal to the peach-trees. Another variety attacks the currant-bushes, eating out the inside of the shoots and destroying them. Others still attack the pear-tree, and other useful trees, shrubs, and plants.

J. F. CADY, in the R. I. Schoolmaster.

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STRIKING RESULTS.—The different countries in the world, if arranged according to the state of education in them, will be found to be arranged also according to wealth, morals and general happiness; at the same time, the condition of the people, and the extent of crime and violence among them, follow a like order.

COMPOSITION-WRITING.—NUMBER XI.

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IN our last article we spoke of the necessity for introducing a variety in the manner of carrying on the exercise of Composition. It was shown how tired pupils get of for ever writing about a subject, whether assigned by the teacher or of their own selection; and, as furnishing a good change, the Diary and the Journal forms were recommended—a specimen of the latter being given.

Let the class occasionally write a letter describing whatever you may propose. Especially if you give a theme familiar to them will you be favored with some very graphic accounts. Here are three topics one class received at different times this term: ‘Your Home—its situation, scenery’, etc.; ‘The Changes witnessed during an American Fall’; ‘Your Sitting-room at Home—its furniture, books’, etc. This plan of letter-writing will tend to make their style easier and more natural, as well as discover their acquaintance with the conventional modes of beginning and ending an epistle gracefully. In regard to the subjects above, we told the class to imagine they were writing to a friend who had never seen what they were describing, and therefore to be very minute in the details.

Another form we have lately adopted is the following: For a year or more almost every number of the *Teacher* has contained a list of Questions submitted to candidates for admission into various High Schools. From these we select the Historical, Geographical, and such other queries as are appropriate, read them to the class, who take them down on their slates, and at home at their leisure write out full and careful answers on paper, in the manner of a composition—the questions themselves being omitted. This will be found a pleasant way of reviewing scholars in certain branches, and a relief also for them from the labor of original preparation in the less arduous employment of sifting and copying.

And here it may be in place to answer an inquiry which no doubt has suggested itself to many teachers: How often should scholars write compositions? We reply, one every week. Few pupils are so severely tasked as to fail of securing half an hour every night during the week free from other duties, and a few half-hours thus appropriated will suffice for the work. We are now, of course, alluding to ordinary compositions of a page or so. Finished essays, extending over several sheets, requiring careful thought, should demand long intervals. One effort every week is recommended, for the simple reason



that scholars generally do not possess the pen of a ready writer, and need terribly all the practice possible to hasten that consummation.

But they will weary of writing a composition in the same style week after week, and you must diversify their toil. To this end we have found it convenient to alternate in this way: one week, a Journal; the next, a Letter; the third, Answers to Questions. In this manner an agreeable excitement may be kept up, so that the exercise will not become tiresome and monotonous.

W. W. D.

STERLING, December, 1862.

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## HERBERT SPENCER'S 'EDUCATION'.

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BY AGNES M. MANNING.

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"OH for a man to write a book about something he understands", says some one, who possibly might have been a teacher sifting through books on education.

I think the author of these papers would possibly fulfill this aspiration. And yet it is a common remark—doubtless among those who read him least—that "Herbert Spencer is any thing but original." Original! as if every old phrase that comes to every new life—as if every stratum of thought that overlies the past was not original to the character it sustains.

Granted that good old Hannah More, Mrs. Barbauld, and that most estimable of good little women, Maria Edgeworth, suggested ideas from which he drew. What of it? Did not one blind minstrel furnish ideas from which the generations draw without exhausting?

The men of whom we are proud of boasting only touch him as goshawks may touch eagles. Shakspeare, with all his length, depth and width of greatness; Milton, with his grand inspiration; and Dante, with his great, mournful soul, only dimly saw the poet's paradise of the colossal Greek. It was an easy thing to elaborate philosophical theories after the wisdom of a Plato or Aristotle, or to write dictionaries after the herculean efforts of Johnson; but who shall say that the world can afford to do without its subsequent heroes of literature, science, and art? Teachers will bear me out in saying that of all flat narrowness that ever flowed from literary imbecility, no continuous stream comes more copiously than that devoted to our express edifica-

tion. Who does not remember the pamphlets in blue and green, and most melancholy yellow, that have steadily issued from the most respectable egotists? Clerical nonentities, with a weakness for the didactic; dabblers in science, with mental short-sightedness for *two* sides of a theory; men with a misty idea of something, and men with clearly defined ideas of nothing, have one and all considered themselves capable of *teaching* teachers on this subject of education. Each one has said in substance "Here, my good sir," or "madam," as the case may be, "you are engaged in a calling of the importance of which you are entirely ignorant, and for the fulfillment of which I consider you totally unqualified. There is, to my thinking, but *one* person who clearly sees at the present day the vast responsibility of a teacher's position, or with mind sufficiently cultured to discharge its onerous duties—and that one person is, of course, myself." I am sorry to say that no minor portion of these worthies who write in this spirit are ex-teachers, men from whom we would naturally expect sturdy help and honest sympathy; men who ought, we think, to have professional tendencies sufficient to wield their pens and influence for the toiling co-laborers they have left. Alas! that the sarcasm of that high priest of satire, Thackeray, should be so true to the life as it is. But who does not know that the spirit of coercion, want of charity, and tyranny, *always* predominates in inferior minds that by some chance climb beyond an inferior position in life? Who, indeed, exacts the last mite of cotton from the weary-footed negro like the negro overseer? Who draws up rules and regulations of the prison-order stamp for teachers like the school commissioner that a few months ago stood among them?

Pray tell me, sir, in your experience, if the trustee that snubbed you, and the city officer that elevated his official eye-brows at your plain suit of summer linen, were not men that you remember as particularly cringing specimens of the genus employé once?

In truth, I for one have grown tired of this endless eulogizing of our duties and endless disparagement of ourselves; as if these wiseacres expect that they can purchase the philosophy and wisdom of the ancients with the practical utility of the moderns for the contemptible remunerations they would see fit to gauge them by! But turning away from this silly quibbling, cant, and frivolousness, what a relief it is to meet the large-brained, clear-sighted, philosophical mind that comes up to one familiarly from every page of Herbert Spencer! It is only an original and clever mind that can take up a thread-bare subject and weave new beauties about it; only force of character that contains this wonderful power of keeping the attention unflag-

gingly interested in what men call common-place and dull. Mr. Spencer possesses this great gift in no stinted measure. It is evident through every paragraph that he is, heart and soul, one of Nature's worshippers. He is a man for whom the beauty of rock and clump, of sky and summer wane, hath a significance many men are not capable of understanding. His little book is surely a welcome boon to us who have waded through 'piles' of respectable rubbish and heavy cant.

That Herbert Spencer has his faults we are well aware. We can hold up our fingers and count them leisurely at a glance—errors of judgment and errors of thought: but we can not agree with those who would lead us to believe that outside of science he is the merest stumbler; that the atmosphere of the laboratory, and nothing more, radiates from him; that *all* his perspective lines end in chemical demonstrations and scientific formulæ. So far from being a dry piece of scientific formulæ, his book is as finely colored and his language as full of Nature's poetry often as Hugh Miller's. There are lofty words for lofty thoughts, that make us, as Mrs. Browning says, proud of our "hero's native Saxon's superb drapery".

In speaking of science itself being poetic, how elegantly he flings to the winds the dry caustic parchment of unenthusiastic minds, and says "Think you that the rounded rock marked with parallel scratches calls up as much poetry in an ignorant mind as in the mind of a geologist who knows that over this rock a glacier slid a million years ago? The truth is that those who have never entered upon scientific pursuits know not a tithe of the poetry by which they are surrounded. And sad indeed is it to see men occupy themselves with trivialities, who are yet indifferent to the grandest phenomena—care not to understand the architecture of the heavens, but are deeply interested in some contemptible controversy about the intrigues of Mary Queen of Scots; are learnedly critical about a Greek ode, and pass by without a glance that grand epic written by the finger of God upon the strata of the earth!" Well for us it is when such men throw in their weight in the balance for which we are toiling: men who, as Carlyle well says, "have something to say and know how fearlessly to say it": men who have more worthy aims than to be drudges; other uses in life than a power to bring money; higher faculties to be acquired than acquisitive or sensual ones, and faith unblemished in the pure pleasures that poetry, and philosophy, and art, and science, can bring.

There is neither time nor space here to go into the details of these four sections. The chapter on 'What Knowledge is most worth' is a particular acquisition in these days, when the question seems 'How

shall we 'cram' through all Knowledge?' That on 'Moral Education' we can hardly help thinking the city authorities would do well to issue large editions of as gratuitous city gifts to the parents of the rising generation, to save future taxes for bridewells and prisons. Teachers will excuse another quotation, when it bears such practical language upon government as this :

"Be sparing of Rules and Commands. Command only in those cases in which other means are inapplicable or have failed. But when you *do* command, command with decision and consistency. Consider well beforehand what you are going to do; weigh all the consequences; think whether your firmness of purpose will be sufficient; and then, when you finally make the law, enforce it uniformly at whatever cost. Avoid coercive measures whenever it is possible to do so; but when you find despotism to be really necessary, be despotic in good earnest. Above all things, bear constantly in mind the truth that the aim of your discipline should be to produce a *self-governing* being—not to produce a being to govern others."

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## O R A L   L E S S O N S .

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THE object of Oral Lessons is two-fold—to impart truth to the intellect, and to train it to acquire knowledge for itself. Truth clearly perceived, deeply impressed, is the great instrument for guiding and developing the mind and controlling the will. The mind comes under the power of the teacher in a plastic state; and truths, like those beautiful impressions of ferns, shells, and fishes, in the solid rock, may be so imbedded as to remain for years.

Whatever the subject, or however various the method, the first point to be gained is attention. All the powers, not only of the best but of every mind, must be in sympathy with the teacher. He is the best teacher who induces the most thought and leaves the most lasting impressions. This is upon the supposition that due regard is paid to quality as well as quantity.

Herein is the power of the instructor—ability to command attention, clear ideas, lucid illustrations, feeling, interest, and system in his subject. To obtain this power should be his effort. His knowledge, if not the pupil's, should be thorough and exhaustive. All sources of information should be examined; prominent among which,



in an 'Object Lesson', is the object itself. It should be looked at from every conceivable point of view. Do not teachers err who regard books as the only sources of information? Who is the wiser, the student of an author, or the student of Nature?

Teachers can not be mere copyists. They must teach themselves. The attempt to follow Model Exercises taken from any of the various works on Oral Teaching will prove a failure. Let us suppose a Model Lesson to have been thoroughly learned by the teacher. He has now a strait jacket into which all the varied powers of the class must fit. But fortunately, or otherwise, the teacher is not a Welch or Calkins, neither has he their pupils. Jane thinks of something that their pupils did not—a model thought, but not in the Model Lesson—and hence it is ruled out. James asks a question that is not in the book. James must wait. After repeated efforts in making observations and asking questions and failing to get any encouragement or sympathy from their instructor, they lose their interest and withdraw their attention.

The trouble is that the teacher and pupils do not personate well. The former has confined his investigations to the Model Lesson; the latter has studied the object, and very naturally asks irrelevant questions.

Instruction should be communicated suggestively. The pupil should be assisted no farther than is absolutely necessary to enable him to gain a knowledge of the subject-matter of his inquiries. Every thing should be simple and elementary. How simple and elementary? Let the pupils answer by asking questions. Their questions will keep pace with their progress. Can children be induced to question? Try and see. Any father or mother who has one or more little natural searchers after knowledge can answer that. Nature herself induces it. Every flower, every flake of snow, the bright sun, the twinkling stars, the murmuring rill, the pealing thunder, every object that appeals to the senses, imparts impressions, and leads to inquiry. Pupils should question. Teachers should suggest, answer, and systemize. If they are not quite what we wish, we should not blame those who have tried to do well. Encourage the stupid. It is discouraging to be unfortunate, without being continually reminded of it. Besides, there are grounds for charity. Pupils have been known to fail through the stupidity of teachers.

How much should be presented in a single lesson? As many thoughts as can be systemized, clothed in proper language, and learned by the average intellect of the class in the time assigned. We must make haste slowly. The object is presented to the class.

Carrie has an idea which she expresses imperfectly. Others are requested to assist her. James makes an important suggestion. Anna corrects a grammatical error. Each pupil contributes his share. Carrie's idea has now become a thought, expressed in a sentence, in the construction of which all have had a share. Will they not remember it longer than if it had been repeated to them? Thomas and Edward have each an idea, which goes through the same process.

It is now time to review. Each thought is again referred to, and dwelt upon, until a large majority are familiar. Just here are two extremes. Some only wait for the best intellects, others for the most stupid. The former neglects, the latter wearies, the majority of the class. Two or three thoughts may be added, and then another review. In this manner the lesson may be continued until the object has been sufficiently examined.

In reviews pupils should be held responsible for correct answers. The first part of each lesson, if the class are of sufficient age to render it practicable, should be a printed or written review of the one last given. Any one can test the importance of reviews by stating eight or ten facts, and then seeing how many of the class remember them immediately after. They will do much better than they can the next day.

This frequent recurrence to what has been passed over causes the child to be more attentive, and improves his memory. It prevents him from being confused in trying to remember what he does not understand. Frequently the impression of pupils of the ground they have been over during an oral exercise is not unlike that of a traveler who, by star-light, views the country from the platform of a car of an 'express train'.

It often happens that very learned teachers give poor oral lessons, because they neglect the process by which they accumulated knowledge. They seem to forget that they advanced step by step, and try to take the pupil over at a single leap.

Terms and definitions should be simple. Minute points and technical terms should be avoided at first. This knowledge should be acquired as the pupil advances from stage to stage.

What should be taught? Any thing that they ought to know. Things near and common first. Bread, butter, cheese, sugar, salt, tea, coffee, wool, cotton, and silk—how and where produced. What are air, water, steam, hail, ice, thunder, lightning. The world is full of material for object lessons, an intimate knowledge of which will benefit both teachers and pupils. Indeed, we think the former are benefited quite as much as the latter.

W. WOODARD, 2D.

“THANK GOD FOR ALL.”

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Look back upon the vanished years,  
 When all men pointed at our shame;  
 Think on the curses and the jeers  
 Which rung and clung around our name,  
 A byword and a mocking call,—  
 And we may thank the South for all.

The foulness of their Southern slime  
 Was cast upon our Northern hands;  
 The curse of murder, craft, and crime,  
 Clung to our fame in foreign lands;  
 Men thought us prompt to thieve or brawl,—  
 And we may thank the South for all.

Britannia smiles on *Davis* now,  
 And blesses all his bayonets;  
 There was a time when on *our* brow  
 She set the shame of Southern debts:  
 We wore the chain, *we* dragged the ball,—  
 And we may thank the South for all.

Men spoke of slaves in bitter tone,  
 When pointing to the stripes and stars:  
 “The constellation is your own,  
 The negro gets the bloody scars,  
 And yet of equal rights you bawl!”  
 Well—we may thank the South for all.

They stole our starlight—made us blind,  
 As did of old the Norland elves;  
 Prometheus stole it—for mankind,  
 But they—they kept it for themselves,  
 And held us like their slaves in thrall,—  
 And we—we thanked them for it all.

Thank *God!* the pact is rent in twain!  
 Thank *God!* the light is all our own!  
 We’ve burst the bonds and rent the chain,  
 And drawn the sword, unhelped, alone:  
 And holding Freedom’s carnival,  
 We’ll thank the South for that and all.

The morning red is on our brow,  
 The brand, the curse, grows pale with night;  
 The sword is in our hands, and now  
 All gleams in glory’s golden light:  
 We’re free! Ye nations, hear the call:  
 We see! and now thank God for all!

CHARLES G. LELAND, in *Continental Monthly*.

THE DIAGRAM SYSTEM OF TEACHING GRAMMAR.

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MR. EDITOR: You have asked for a 'short, spicy' article upon the Diagram System of teaching grammar. If the second adjective denotes a quality that is absolutely essential, I shall have wasted ink so far as the pro-diagrammers and anti-diagrammers are concerned. On page 298, Volume viii, of the *Teacher* Mr. Carpenter asks 'some one' to explain the advantages of this over the 'common method'. It is a mooted question whether *this* be not the common method, as it is in almost universal use in the Eastern States, and, like the tide of Empire, is fast taking its way toward the setting sun.

The 'Elementary Spelling-Book' is in use in this county, and men who used it fifty years ago, and men who never used any at all, 'do n't see the use of new-fangled notions'; yet not many teachers would have the honest simplicity to say it is better than the later works because it is in common use in this vicinage. It is proverbial, common, universal, and undisputed, that persons like that best which they have been taught was right and good from their infancy. Undoubtedly, to a man of mature mind, who can see the relations of words to each other at a glance, in the simple sentences in Clark's Grammar, the process of putting them in a system of loops is ridiculous; but a person who can carry off the grammar gates of Gaza with ease must recollect that there are minds less strong and mature than his own, and that if the young are to become strong they must first do that which is possible to themselves, regardless of the power of others.

Sancho Panza says "Lord bless the man who invented sleep", and I say "Lord bless the man who invented blackboards and chalk"; but to be of benefit they must be used. Mathematical demonstrations and exercises, our fathers tell us, were not wont to be made on painted walls before the whole class. Atlases, maps, and globes, have not been in general use many years. I have an old geography now, with a hemlock cover, which was used in the Green Mountains forty years ago; but no man with it alone could ever become very learned in that department. Mr. Carpenter says that grammar is a 'mental science'; but it would take giant powers of ratiocination to prove to me that it is more a mental science than geometry. Geography is a mental science, and, in short, all are mental sciences where knowledge is reduced to order in the mind by memory and reason; and those means which are best adapted to permanently fixing and arranging the fundamental principles in the memory are decidedly the best.



I prefer a globe and map to what I would call a 'Mental Geography', because I can give to the pupil a better idea of the location of countries, places, and things. I prefer examples and illustration always to abstract teaching. I should, if instructing pupils on the property of elasticity of some bodies, teach the eye with examples of india-rubber, steel, etc., mental or not mental, simply because when so doing I should produce an impression on the learner's mind that would be ineffaceable. It would be coupling an idea to some visible, tangible object. It would be giving memory something to cling to. I opine that calculations were first made according to Mr. C., 'mentally'; that in time figures came into use; that geography was learned by traveling and tradition, but that in after years it was better understood by the use of rude drawings. When one learns that Cairo is located at the junction of the Ohio and Mississippi rivers, and that these rivers rise, flow and empty as they do, it would be entirely useless to have a map or globe to see where Cairo is situated. But if one knew nothing about this country, and was in New York, he could be taught a hundred times easier and better with maps and globes than by the 'mental' process. In short, the senses are the doors to the mind: the eye is the great teacher: impressions from two sources are more lasting than when from one alone; and the memory retains ideas connected with things much longer, and with more clearness, than it does abstract ideas. Diagrams serve the same office as pictures, examples, illustrations, maps, figures, globes, etc., and thus fill a great want: but I can conceive of one becoming so familiar with language as to render them useless, and can conceive of one becoming equally so with local geography; and upon such I should not force the manipulations of the pencil. Mr. C.'s remark that persons accustomed to this method 'will fail' when called upon without pencils is both absurd, and equally true of those who have *half* learned the subject by the 'common method'. There are black sheep in every flock, farmers tell us.

A story in point, and I am done.

Two M. E. ministers, one old, one young, were to preach at the same place the same day during session of conference. Talking over the subject of extempore preaching, which the senior always did and the junior never, the old gentleman remarked to his young brother "Some time you will be called upon to preach *sans* manuscript, and then you will completely *fail*." To disprove which our young friend modestly proposed they should make a trial of skill the ensuing Sunday, by each giving the other his text after getting into the pulpit.

Junior opened in the morning, and was not a little surprised when

for the first time he read to the congregation "And the ass opened his mouth and spake"; but his mind was clear, and a sermon upon miracles, rich in diction—acquired by the long practice of weighing his words coolly and selecting the best,—full of fervor and love for his calling, fell from his lips. His aged brother and the people seemed nearer the great Author of miracles while he talked. Afternoon came: senior looked less confident than at the matin hymn. With spectacles on nose and mild eyes shining through them, he read to the now thoroughly astonished congregation "Verily, am I not thine ass?" repeating it two or three times, as if lost, he turned round and said "Brother, I guess I am."

G. D. C.

SHELBYVILLE, ILLINOIS, December 7, 1862.

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EVERY ADULT AND EVERY CHILD MUST BE ABLE TO  
READ AND WRITE.

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"Where ignorance is bliss  
'T is folly to be wise."

THERE is more poetry than truth in this couplet, it being *now* very generally conceded that ignorance is one of the most fruitful sources of crime, and that our noble system of free public schools is its most powerful antidote. Yet it is a solemn fact that the parents of hundreds of children in this state forbid them acquiring even a rudimental education, either from a niggardly determination to keep their children at work for its pecuniary benefits to themselves, or from a stubborn feeling that as they themselves get along through the world without knowing how to read or write, their children can do the same, for aught they care.

Should not enlightened Christian men care that all children *shall* be sent to school at eight years of age, and kept there, at least during the winter months, until they shall have well learned to read and write, and have acquired a competent knowledge of the ground rules of arithmetic? Has not the time arrived for imperative measures being taken to secure the public against the continuance of evils so detrimental to her moral interests?

The Prussian government for many years has *compelled* parents to give their children a good common education. The wisdom of that edict is incalculable in its effects upon the present and coming gen-

erations of Prussia! Why should not *Illinois* at the coming session of her legislature pass a law which shall secure to her citizens like benefits, and set a worthy example for her sister states to follow?

Furthermore: should not our state, among other qualifications required for the exercise of the responsible privileges of the elective franchise, require those under forty-five years of age to be able to read and write? Evening schools for the education of *adults* should be established. Who will move in this matter?

L. I. B.

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#### QUESTIONS FROM THE QUERY-BOX.

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DURING the session of the Lake County Teachers' Institute a box with a small opening at the top was placed upon the table, and into this was placed any question the member might wish to ask.

At an appointed hour this box was opened, and the questions were read and answered. Many of these questions, in connection with the answers, are of general interest.

"Should any teacher be employed to teach school who uses tobacco?"

A vote of the members present being taken, resulted in eighty-seven votes being cast against the school commissioner granting a certificate to a tobacco-user to two or three in favor of his doing so.

"Should corporal punishment be inflicted in school?"

Mr. Wells thought it could not be wholly dispensed with, but nearly all the other speakers argued in favor of its disuse in the school-room; thought it was usually inflicted by teachers who did not possess skill enough to devise suitable modes of punishment; was generally inflicted under the influence of passion, and had a degrading, brutalizing effect upon the mind of the scholar. Unsuccessful teachers whipped most. The best teachers did not use the rod in their school-rooms. "Spare the rod and spoil the child" was brought forward as an argument in favor of whipping. The argument was answered by one speaker, stating that he did not consider the rod spoken of in that passage to mean a whip, but simply the rod of correction. Punishment, correction of some kind, was necessary; but the whip as a means of training to future usefulness belonged to a darker age than this. The majority of speakers were in favor of ban-

ishing the rod entirely from the school-room, believing that the teacher who could not teach without its use had better not teach at all.

“Should teachers be employed who habitually attend balls and theatres?”

It was decided that these amusements tended to distract the mind, made their habits irregular, and they were consequently unfitted for teaching.

“What degree of temperature should the thermometer indicate in the school-room?”

Different temperaments required different degrees of heat and cold, but generally it should stand at 65°. No school-room should be without a thermometer. They were cheaply obtained at all book-stores.

“Should teachers ‘board round’?”

A few speakers argued in favor of doing so, as it gave the teacher opportunity for making the acquaintance of parents, and studying the character of scholars; but other speakers urged that as it required so great a sacrifice on the part of teachers—obliging the teacher often to go a long distance in bad weather and traveling, being irregular in sleep, the liability of taking cold from changing sleeping-apartments, the want of opportunity for study, etc.—in view of these many disadvantages, that no teacher should ‘board round’, although it was important that the teacher seek every opportunity for making the acquaintance of patrons of his school.

The general expression was that the teacher would do much better for the school by having one boarding-place near the school.

“Would it be well to have critics appointed each day in school?”

It was decided that appointing certain scholars each day in school to watch all mistakes in grammar and pronunciation on the part of teacher or scholars would work good to the school.

“Should teachers build fires?”

Answer: Should not. Some scholar living near the school-house should be paid by the district to build the fire each morning at eight o'clock, that the school-room may be warm by half-past eight.

“Should female teachers be paid as much as males?”

Answer: Certainly. Why not? It costs woman as much as man for tuition in all schools. It costs her as much for traveling; all her expenses are as heavy as man's. When she performs the same amount of labor she should receive as much pay.

THOS. E. HILL.



## SCHOOL EXERCISES.

## QUESTIONS FOR EXAMINATION.

## ARITHMETIC.—Complex Fractions.—

$$1. \text{ How many sevenths in } \frac{1}{\frac{.0\frac{7}{8}}{11\frac{3}{7}}} \times \frac{\frac{2\frac{2}{3}}{3\frac{1}{5}}}{1} \times \frac{5}{.016\frac{2}{3}}?$$

$$2. \frac{5\frac{1}{2}}{3\frac{1}{2}} \text{ is what per cent. of } \frac{\frac{.05}{6}}{\frac{48}{55}}?$$

$$3. \text{ How many eighths in } \frac{2\frac{1}{2}}{4} \times \frac{.0\frac{5}{6}}{8} \times \frac{5}{15}?$$

$$4. \left( \frac{2\frac{1}{2}}{.03\frac{1}{3}} \times \frac{.007}{7\frac{7}{9}} \right) \div \left( \frac{\frac{7}{11}}{5} \times \frac{.006\frac{2}{3}}{28} \right)$$

$$5. \left( \frac{\frac{49}{64}}{.05\frac{4}{9}} \times \frac{\frac{32}{45}}{3} \right) \div \left( \frac{8\frac{2}{11}}{.012\frac{1}{2}} \times \frac{.05\frac{1}{2}}{7\frac{2}{3}} \right)$$

$$6. \left( \frac{.05\frac{7}{9}}{13} \times \frac{5\frac{2}{5}}{30} \right) \div \frac{7\frac{1}{2}}{\frac{.018\frac{3}{4}}{9\frac{3}{5}}} \div \frac{1}{16}$$

$$7. \left( \frac{\frac{3}{11}}{7\frac{2}{3}} \times \frac{9\frac{1}{3}}{.0\frac{5}{6}} \times \frac{.04\frac{1}{5}}{1} \right) \div \frac{.0\frac{5}{7}}{.00\frac{3}{4}} \quad 9. \left( \frac{7\frac{1}{5}}{9\frac{9}{10}} \times \frac{.0\frac{5}{6}}{5\frac{5}{12}} \right) \div \frac{1}{7\frac{8}{13}}$$

$$8. \left( \frac{.407\frac{2}{3}}{69} \times \frac{4\frac{3}{5}}{.011\frac{1}{9}} \right) \times \frac{1\frac{1}{11}}{.00\frac{3}{4}} \quad 10. \left( \frac{6.33\frac{1}{3}}{11} \times \frac{15}{8\frac{1}{3}} \right) \div \frac{8}{\frac{57}{1} \div .0001}$$

GRAMMAR.—1. What are the vowel sounds of *i*?

2. Write the present and perfect participles of the verbs *concur*, *filter*, *rear*, and *revere*. Why do you spell them so?

3. Write the plural of these nouns: *genus, lamina, radius, index, army, ox.*
4. Write the singular of *vortices, oases, manners, morals.*
5. Give examples of the several classes of adjectives.
6. Give examples of the several classes of pronouns.
7. Give the passive voice, indicative mode, future-perfect tense, third person plural, of the verb *To teach.*
8. Write a sentence containing a transitive verb, and the relative pronoun *that* in the objective case plural.
9. Correct the errors in the following sentence:

" Danger, long travel, want, or woe,  
Soon change the form that best we know."

10. Correct the errors in this sentence, tell why they are errors, and parse each word in it: *Give John and i what was lying on the table.*

SPELLING AND DEFINITIONS.—1. Henry was sent to the drug-store with a *prescription*.

2. The *influence* of a good mother is felt long after she is dead.
  3. His *faculties* were unimpaired to the last.
  4. The resources of the North are *inexhaustible*.
  5. *Flattery* is used to influence the vain.
  6. His expectations were not *realized*.
  7. The *deficiency* arose from a miscalculation.
  8. The path was overhung with a thick *foliage*.
  9. The child was *lulled* to sleep by the sweet tones of its mother's voice.
  10. She was much *invigorated* by a trip to the mountains.
1. Solitude; 2. Oppressive; 3. Jolly; 4. Annoyed; 5. Aspect;
  6. Mansion; 7. Aspire; 8. Fatal; 9. Frill; 10. Symptoms.

GEOGRAPHY.—1. Name the boundary rivers of Virginia.

2. What sea northeast of Australia?
3. What mountain south of Mohawk river?
4. What river enters Mozambique channel?
5. Name the largest river of each grand division.
6. Name the most northern province of Farther India.
7. Locate the capitals of Rhode Island.
8. What lake in the northeastern part of Switzerland?
9. Where is Georgian Bay?
10. What island on the southern coast of England?

11. Name five sounds of the United States.
  12. What river rises in the Cantabrian Mountains and enters the Mediterranean Sea?
  13. What river is the outlet of Winnebago Lake?
  14. Bound Equador.
  15. What lake near the centre of Canada-East?
  16. Name the most northern point of Michigan.
  17. What countries are crossed by the Arctic Circle?
  18. Name two bays on the coast of Louisiana.
  19. Name the five largest islands of the Mediterranean Sea.
  20. What three swamps in the Southern States?
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#### WE ALL MIGHT DO GOOD.—

We all might do good where we often do ill ;  
 There is always a way, if we have but a will ;  
 If it be but a word kindly breathed or suppressed,  
 It may guard off some pain or give peace to some breast.

We all might do good, whether lowly or great,  
 For the deed is not gauged by the purse or estate ;  
 If it be but a cup of cold water that's given,  
 Like the widow's two mites, it is something for heaven.

#### PRAYER.—

Ere the morning's busy ray  
 Call you to your work away ;  
 Ere the silent evening close  
 Your wearied eyes in sweet repose ;  
 To lift your heart and voice in prayer  
 Be your *first* and *latest* care.

He to whom the prayer is due,  
 From heaven, His throne, shall smile on you ;  
 Angels sent by Him shall tend,  
 Your daily labor to befriend,  
 And their nightly vigils keep,  
 To guard you in the hour of sleep.

Bishop MANT

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- MAXIMS.—1. A boy is known by the company he keeps.  
 2. Learning is better than houses, lands, or money.  
 3. A place for every thing, and every thing in its place.

4. Oil and truth will get uppermost at last.
5. A good name will shine for ever.
6. Kind speeches comfort the heavy-hearted.
7. A soft answer turneth away wrath.
8. Where there is a will, there is a way.
9. The way to be truly honored is to be truly good.
10. So long as you are ignorant, be not ashamed to learn.
11. Kind words cost nothing, but are worth much.
12. Anger begins with folly, and ends in sorrow.
13. A fault is made worse by endeavoring to conceal it.
14. A good name is better than riches.
15. A rolling stone gathers no moss.
16. Little and often fill the purse.
17. Little strokes fell great oaks.
18. One eye-witness is better than ten hearsays.
19. Say well is good, but do well is better.
20. What can not be cured must be endured.
21. Envy shoots at others, and wounds itself.
22. Be slow to promise, and quick to perform.
23. Every day in your life is a leaf in your history.
24. Deeds are fruits, words are but leaves.
25. Lose no opportunity of doing a good action.

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T H E B I R C H .

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Written by a Youth of Thirteen.

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Though the Oak be the prince and the pride of the grove,  
 The emblem of power and the favorite of Jove;  
 Though Phœbus his temples with *Laurel* has bound,  
 And with chaplets of *Poplar* Alcides is crowned;  
 Though Pallas the *Olive* has graced with her choice,  
 And old mother Cybel in *Pines* may rejoice;  
 Yet the Muses declare, after diligent search,  
 That no tree can be found to compare with the *Birch*.

The Birch, they affirm, is the true tree of knowledge;  
 Revered at each school, and remembered at college.  
 Though Virgil's famed tree might produce, as its fruit,  
 A crop of vain dreams, and strange whims on each shoot;  
 Yet the Birch on each bough, on the top of each switch,



Bears the essence of grammar and eight parts of speech.  
 'Mong the leaves are concealed more than memory can mention;  
 All cases, all genders, all forms of declension.

Nine branches, when cropped by the hands of the Nine,  
 And duly arranged in a parallel line,  
 Tied up in nine folds of a mystical string,  
 And soaked for nine days in cold Helicon spring,  
 Form a sceptre composed for a pedagogue's hand,  
 Like the Fasces of Rome, a true badge of command.  
 The sceptre thus finished, like Moses's rod,  
 From flints could draw tears, and give life to a clod.  
 Should darkness Egyptian, or ignorance, spread  
 Their clouds o'er the mind, or envelop the head,  
 The rod, then applied, puts the darkness to flight,  
 Disperses the clouds, and restores us to light.  
 Like the *Virga Divina*, 't will find out the vein  
 Where lurks the rich metal—the ore of the brain.  
 Should Genius a captive in sloth be confined,  
 Or the witchcraft of Pleasure prevail o'er the mind,  
 This magical wand but apply—with a stroke  
 The spell is dissolved, the enchantment is broke.  
 Like Hermes's caduceus, the switches inspire  
 Rhetorical thunder, poetical fire.  
 And if Morpheus our temple in Lethe should steep,  
 Their touch will untie all the fetters of sleep.

Here dwells strong conviction—of Logic the glory,  
 When applied with precision *a posteriori*.  
 I've known a short lecture most strangely prevail  
 When duly conveyed to the head through the tail;  
 Like an electrical shock, in an instant 't is sped,  
 And flies, with a jerk, from the tail to the head;  
 Promotes circulation, and thrills through each vein,  
 The faculties quickens, and purges the brain.

By sympathy thus, and consent of the parts,  
 We are taught *fundamentally* classics and arts.

The Birch *a priori*, applied to the palm,  
 Can settle disputes, and a passion becalm.  
 Whatever disorders prevail in the blood,  
 The Birch can correct them, like guaiacum wood:  
 It sweetens the juices, corrects our ill-humors,  
 Bad habits removes, and disperses foul tumors.  
 When applied to the hand, it can cure with a switch,  
 Like the salve of old Molyneux, used in the itch:  
 As the famed rod of Circé to brutes could turn men,  
 So the twigs of the Birch can imbrute them again.  
 Like the wand of the Sybil, that branch of pure gold,  
 The sprays can the gates of Elysium unfold—

The Elysium of learning, where pleasures abound —  
 Those sweets that still flourish on classical ground.  
 Prometheus's rod, which, mythologists say,  
 Fetched fire from the sun to give life to his clay,  
 Was a rod well applied, his men to inspire  
 With a taste for the arts, and their genius to fire,

This bundle of rods may suggest one reflection —  
 That the arts with each other maintain a connection.  
 Another good moral this bundle of switches  
 Points out to our notice, and silently teaches:  
 Of peace and good-fellowship these are a token,  
 For the twigs, well united, can scarcely be broken.

Then, if such are its virtues, we 'll bow to the tree;  
 And the Birch, like the Muses, immortal shall be.

London Notes and Queries.

## M A T H E M A T I C A L .

SOLUTIONS.—XXVI (*October*). Since B valued his cloth at 44 cts. per yard, 3610 yards must have been worth  $\$44 \times 3610 = \$1588.40$ . A having paid him \$400 cash, there remained \$1188.40 to be exchanged for silk at 72 cents a yard, giving as many yards as 72 is contained times in 118840,  $= 1650\frac{5}{9}$  yards of silk. But since the cash value of this silk was but 60 cents a yard, the whole must have been worth  $1650\frac{5}{9}$  times 60 cents, or  $\$990.33\frac{1}{3}$ , to which adding \$400, we have  $\$1390.33\frac{1}{3}$ , the amount which the cloth really brought; and since there were 3610 yards, one yard must have brought as many dollars as 3610 is contained times in  $1390.33\frac{1}{3}$ , which is  $\$.38\frac{556}{1083}$ . X.

XXVII. Since A makes his point  $2\frac{1}{2}$  times quicker (M. V. B. S. says *quickest*) and 48 minutes sooner than B, 48 minutes must equal  $1\frac{1}{2}$  or  $\frac{3}{2}$  times the time in which A makes his point;  $48 \div \frac{3}{2} = 32$ : hence A makes his distance in 32, and B in  $2\frac{1}{2}$  times  $32 = 80$  minutes.

Since the wind hinders B as much as it helps A, B would have made his point in 24 minutes less, and A in 24 minutes more time, had there been no wind blowing, and A would have been  $32 + 24 = 56$  minutes in skating 16 miles. In one minute, then, he did skate  $\frac{1}{2}$  mile, and would have skated  $\frac{1}{56} \div \frac{1}{60} = \frac{6}{7}$  mile had there been no wind. The force of the wind per minute was, therefore,  $\frac{1}{2} - \frac{6}{7} = \frac{3}{14}$  mile. F. F.

XXX (*November*). We have received a solution to this problem which supposes the cask to be a cylinder, and the length the same as of the given cask, the diameter only being increased. That this was

not the intention of the proposer is evident from the form of the question; but the problem does not furnish data sufficient for any other solution. Will M. V. B. S. amend it? ED.

XXXI. Since the longest diagonal is  $a$ ,  $a^2$  must equal the square of the cube + the square of the diagonal of the square which forms one of its faces. But the square of this diagonal equals the sum of the squares of the two adjacent sides of the cube, or twice the square of one side. Hence the square of the longest diagonal of a cube equals three times the square of one of the sides. The diagonal being  $a$ , once the square of one side must  $= \frac{a^2}{3}$ , and one side  $= \sqrt{\frac{a^2}{3}}$  or  $\frac{1}{3}a\sqrt{3}$ . J. S.

The following problem (Jan. 1860) has never been completely solved. 'Tyro' published a partial solution in the March number of that year.

"Given, (1)... $x^2 + y = 7$ , and (2)... $y^2 + x = 11$ , to find  $x$  and  $y$ ."

$y^2 = 11 - x$ .  $y = 7 - x^2$ .  $y^2 = 49 - 14x^2 + x^4$ .  $x^4 - 14x^2 + 49 = 11 - x$ . (3)... $x^4 - 14x^2 + x + 38 = 0$ . Factoring the first member, we have (4)... $(x-2)(x^3 + 2x^2 - 10x - 19) = 0$ . Equation (4) may be satisfied by making  $x-2=0$ .  $x-2=0$ ;  $x=2$ . Substituting for  $x$  its value in Eq. (1), we have  $4+y=7$ ;  $y=3$ . Z. T.

PROBLEMS.—32. The sum of two numbers is 19, and the square root of their squares is 9: What are the numbers? Arithmetical solution required. C. W. AUSTIN.

33. Two houses, one 55, the other 64 feet high, stand on opposite sides of a public square. On the square, in a right line between the houses and 76 feet from the second, stands a post of an unknown height. From the top of the post to the top of the first house is 80 feet; from the same point to the top of the second house is 95 feet. It is required to find the distance between the houses, and the height of the post.

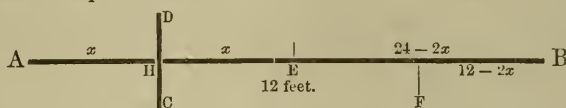
C. W. AUSTIN.

34. A gentleman paying his addresses to the family of a lady who had five daughters was told by her that her husband's will imported that the fortunes of the first four of the girls were together to make \$50,000; of the last four, \$66,000; of the last three with the first, \$60,000; of the first three with the last, 56,000; and of the first two with the last two, \$64,000; and that if he could make it appear what each was to have, since he seemed to have a partiality for Harriet, her third daughter, he should be welcome to her. Pray what was Miss Harriet's fortune? J. W. O.

35. A laborer engaged to work for a gentleman on condition that he was to receive \$7 for every day he worked and forfeit \$2 for every day he was idle. At the end of 20 days he was discharged, receiving \$100. How many days did he work, and how many was he idle? S. H. W.

Prof. Standish says "Algebraists are not correct when they say that  $-2 > -6$ ." The negative sign may be regarded as a symbol of operation, and when used in its algebraic sense minus 2 *is* greater than minus 6. Suppose we add 4 to the second member,  $-2=4-6$ , or  $-2=-2$ . Are not the members now equal? Is it not necessary to add 4 to minus 6 to make it equal to minus 2? The Professor does not present any proof in support of his assertion. In his illustration in regard to the men traveling south of the Equator, the minus sign is used to indicate opposite direction, and not in its algebraic sense, but is regarded as a symbol of interpretation. Z. T.

MR. TRUESDEL'S REJOINDER.—I am still of the opinion that the solution which I sent you is correct, and that the distance HF=12ft. does not determine or control the point at which the bar must be placed to produce an equilibrium.



Let AB represent the length of the stick=24 feet, and let  $x$ =the distance of C and D, with their imponderable bar, from A; then will AH balance HE, and  $AE=2x$ : hence D and C must carry  $AE=2x$ , independent of B.

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## EDITOR'S TABLE.

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### EDITOR'S CHAIR.

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HOLIDAYS AND HOLIDAY GIFTS.—As it is often a difficult matter to select suitable gifts for one's friends at this season, we take the liberty of making some suggestions which may assist some of our readers in doing good to themselves and others.

Do you desire to make a present to a teacher friend? It might not be amiss to select from the list of our Educational Exchanges some monthly, from whose pages much practical matter could be gleaned in the course of a year. Keep up your own *Teacher* first, by all means; and after that show your professional zeal by taking at least one monthly besides. The cost is a small one, and the good you may secure to yourself and your children will be an ample remuneration.

Do you desire to make a present to a child, which will be a continual source of delight, both in the anticipation and in the realization? Do you wish to make a present the enjoyment of which will be renewed at least twelve times during the year, and every time with moral and intellectual improvement? Then subscribe for one or all of those favorite literary gems, *Merry's Museum*, *Student and Schoolmate*, or *Clark's Visitor*.



*Merry's Museum* commences its 45th Volume in January, 1863, having been published for twenty-two years. Published by J. N. Stearns, 111 Fulton street, New York. Price, \$1.00.

*Student and Schoolmate.* Entering upon its 12th Volume. Galen James & Co., publishers: No. 15 Cornhill, Boston.

*Clark's Visitor.* Entering upon its 7th Volume. Daughaday & Hammond, publishers, Philadelphia: Fifty cents per annum.

Each of the above is profusely illustrated and embellished. Send for specimen copies.

Do you wish to make a soldier glad, and do something toward preserving his health, strength, comfort, and spirits, send for *Hall's Journal of Health*; read it carefully yourself, and then remail it to the regiment, that it may do good to them. The 12th volume commences with the January number. Those Health Tracts are invaluable, particularly to such as are exposed to the diseases and dangers incident to a soldier's life. Send to Dr. W. W. Hall, 42 Irving Place, New York, inclosing one dollar, and you will get more than your money's worth. Every soldier in the army should have a copy.

Teachers, would you desire to present something to your family which, in case of your decease, would serve to alleviate their distress by providing for their wants? Then take out a policy of life assurance for their benefit. You are in the prime of manhood, and full of vigor, but you do not know what a day may bring forth. Before another week, to say nothing of a longer period, you may lie on a bed of sickness, racked with pain, and tormented with the idea of your wife and little ones' dependence upon the cold world, in case you are taken off. Make your wife glad and yourself comfortable before it is too late; write at once to the *Equitable Life Assurance Society*, through Brawnner Brothers and Otis, of Aurora, Ill., their agents; or the *Etna Life Insurance Company*, Hartford, Conn., and get the information necessary to secure a policy. A paid-up policy for one or two thousand dollars, contingent upon your own life, would be no mean gift from a husband and father to his family, and one which Teachers and Preachers, above all others, should hasten to secure. Both the companies above mentioned are reputed able and prompt to discharge all their obligations. Such, at least, is our own confidence, and we only recommend to others what we have ourselves done.

NINTH ANNUAL REPORT OF THE BOARD OF EDUCATION OF THE CITY OF OSWEGO, FOR THE YEAR ENDING MARCH 31, 1862.—We have been exceedingly interested in this document, since it gives so much of the internal operations of the school training recently adopted with so much success in the city of Oswego. The influence of the enterprise exhibited by the Oswego Board of Education, and their active Superintendent, Mr. E. A. Sheldon, will be felt, or we may say is now felt, all over the country. The Oswego schools have won an enviable notoriety; but the liberality exhibited in diffusing the principles on which their system is built will soon raise up honorable rivals in the educational field. This report is an excellent one. We look forward with interest to the new work on Object Teaching, promised by Mr. Sheldon, Miss Jones, and Prof. Krusi.

INK-WELL.—Geo. Sherwood has sent us a new Ink-Well for school purposes, which we pronounce the neatest, cleanest, safest, and most convenient thing of the kind we have seen. We rather guess it's the *E pluribus Unum*, or the *ne plus ultra*; at any rate, it's a good ink-well.

ARMY CORRESPONDENCE.—Kentucky is a sadly unfortunate state—overrun by both armies, and the scene of all the irregularities that follow any large army, added to the horrors of private revenge, or robbery, gratified or perpetrated by parties bearing the name of Union or Rebel, as best suits the purpose. You can form no just idea of the position her unfortunate neutrality put her in. Her young men joined Bragg in his late raid in large numbers; and when they found he was leaving the state, and that casting off the Union bonds was not very romantic,

they deserted him, earning the distrust and contempt of both Union and Rebel forces. A Rebel officer told me he saw numbers of these come to take the oath while he was a prisoner, and not one of them could look a man straight in the face. He said such troops were of no account in any army.

Be proud that you belong to a state that knows no neutrality in matters of such vital importance, and has been firm from the day a decision was demanded.

But of the political bearings, the daily press keep you, I was going to say, *informed*. That should be so, but very many of our papers suppress, or distort, or exaggerate, to suit individual or partisan purposes, until one is tempted to cast them aside as only bewildering, in stead of informing.

Kentucky is rich in geological wonders. Her limestone has abundant records of former ages; but what can a man do with fossils who has no conveyance or means of transporting baggage except what nature furnished? Such was our trip from Louisville to Perryville, where many of our poor boys lie beneath the venerable beeches, or on the rugged hills, and where many more received a check to present travel.

You have heard of the multitude sent back in this direction.

I saw one little school-house near Louisville, with the children gathering for their duties. Did you ever go into a garden after a terrible storm, when your finest plants were broken down, and your beautiful flowers were snapped off or crushed, and find some beauty that had by some providence been so protected that it was uninjured, and only looked the brighter for the rain that had reached it? Even so, in Kentucky's desolation, seemed that gem of a country school-house.

In Louisville nearly all the public school-buildings are used for hospitals, and the schools are scattered in church basements and such other temporary places as can be found. Here, at New Albany, school-houses, both public and under denominational control, are now *hospitals*, with near 1500 inmates. The wounded are gaining faster than the sick.

The region here is rich in fossils. The Falls of the Ohio, between here and Louisville, are caused by a ledge of rocks peculiarly rich. The past few weeks have been very favorable to going out on the rocks, from the very low stage of water; but now, just as I am getting able to get about, come heavy rains and a rise in the river. A beautiful limestone is found a few miles off, which bears a polish equal to much of the marble, showing the forms of shells and ennerites, and other animal relics. Some very beautiful tombstones of this are in the New-Albany burying-ground. The 'Iowa marble', or 'bird's-eye coral', is the nearest to it in kind of any stone I have seen in the Northwest.

I expect soon to be in Nashville, or beyond it. Energy and God's blessing will carry us through this struggle, and save our country, all Europe to the contrary notwithstanding. Foreign intervention need have no weight with us if we follow Cromwell's combination of confidence in God and zeal in personal effort.

The Illinois schoolmasters are scattered all along. On getting off at Jeffersonville, a dusty, weatherworn, hearty, rugged Captain proved to be friend Wood, a former Vice-President of State Teachers' Association. In company with us on the march was Lieut. Col. Kerr, (74th regiment) of Rockford, School Commissioner. Capt. Heslet and Lieut. Tewksbury are officers in the 104th. Wm. M. Baker is Chaplain of the 97th; Dr. Willard Surgeon thereof. It would make a long list to name the half that are engaged in this great *moral* teaching who were recently in Sucker school-houses.

Yours,

J. H. BLODGETT.

"BY THAT SIN FELL THE ANGELS."—Ex-President Van Buren's will begins as follows: "I, Martin Van Buren, of the town of Kinderhook, county of Columbia, and State of New York, heretofore Governor of the State, and more recently President of the United States, *but for the last and happiest years of my life a farmer in my native town*, do make and declare," etc.

"And what is its reward? at best, a name!

Praise — when the ear has grown too dull to hear;

Gold — when the senses it should please are dead;

Wreaths — when the hair they cover has grown gray ;  
 Fame — when the heart it should have thrilled is numb ;  
*All things but love* — when love is all we want ;  
 And close behind comes death, and ere we know  
 That even these unavailing gifts are ours,  
 He sends us, stripped and naked, to the grave."

B.

APPOINTED TO A PROFESSORSHIP.—William Matthews, Esq., formerly a literary editor in Boston, and more recently Librarian of the Chicago Young Men's Association—a gentleman of culture and high scholarly attainments—has been elected to the Professorship of Rhetoric and History in the Chicago University.

The next yearly term of the University will open on the 10th inst., and promises favorably.  
 Evening Journal, Chicago.

ZOOLOGICAL.—A list of the vertebrated animals in the gardens of the Zoölogical Society of London has recently been issued. The Society's collection, which is supposed to contain the most extensive series of living animals in existence, embraces about 1450 specimens, illustrating 188 species of mammals, 409 of birds, 62 of reptiles, and 24 of fishes; all together 683 species of vertebrates. There is, besides these, a large series of invertebrate animals of different classes kept in the house devoted to aquaria.

CORRECTION.—In our prospectus, as published last month, we proposed, as heretofore, to furnish any one of the Eastern Three-Dollar Magazines to subscribers to the *Teacher* for \$2.00. We have since received notice from the publishers of the *Atlantic* that we must hereafter pay \$2.50 for that magazine; subscribers to the *Teacher* wishing us to obtain it for them must, therefore, send us that amount. We can still furnish *Harper's Monthly* or the *Continental* for \$2 a year.

N. C. NASON.

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## LOCAL INTELLIGENCE.

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KNOX COUNTY TEACHERS' ASSOCIATION held a three-days session at Abingdon, beginning Oct. 23d. Mr. J. H. Knapp, School Commissioner of the county and Secretary of the Association, has kindly furnished us a full report of proceedings, of which want of room compels us to give only an abstract.

On the morning of the first day Mr. B. G. Hall conducted an exercise in Orthography. The analysis of words and spelling by sounds were recommended; also, for those who could write, dictation exercises—the teacher reading slowly from a book, the scholars writing the words dwelt upon by the teacher, then changing slates with each other, the teacher or one scholar spells the words as written in the book, and scholars mark the ones missed, some times spelling them as written on the slate, then all change back and each corrects his errors. In the afternoon Mrs. Colby drew figures on the blackboard and made some practical remarks on Drawing, after which Mr. A. E. Blunt gave a *stirring* lesson in School Gymnastics. These lessons were from Dio Lewis's *New Gymnastics*; they were plain and easy to perform. Prof. Freeman followed with timely remarks on the subject of Reading. His remark that scholars usually read too much at a lesson, and were generally one or two books in advance of their ability, found an affirmative response with many others present. Prof. Thompson conducted the exercises in Mental Arithmetic, and Mr. S. E. Field took charge of the exercises in English Grammar, for the day. The teachers voted to spend the evening in having a 'good old-fashioned spelling-school'. Many of the citizens joined the teachers in this exercise. The mode of spelling recommended by Wm. H. Wells, of Chicago, and many other prominent educators, seemed to meet the general favor of the teachers. After a word was pronounced by the teacher, the scholar should distinctly pronounce it before spelling, then spell and *pronounce each syllable*, after which pronounce the word. Prof. Hitchcock conducted the exercise in Slate Arithmetic, using three-fourths of an hour one day and one hour the next. Some time was profitably spent in contractions in the solution of examples. Prof. Comstock gave instruction in Geography. His manner was by topics—as, taking for a series of lessons the different water-courses; for another series, ranges of mountains, etc. Mr. Ridlon took charge of the Reading exercise. Prof. Standish gave two exercises in English Grammar, embracing three-fourths of an hour each. The evening was occupied by hearing an essay on 'Primary Teaching', by Mrs. B. G. Hall, and hearing the partial report on text-books by the committee. Robinson's *Series of Mathematics* were unanimously recommended. Also Northend's *Dictation Exercises*. Considerable discussion ensued as to the merits and demerits of Clark's *Grammar*; after which, with two or three exceptions, it was recommended by the general vote of the Association. Gen-

eral exercises, or object-lessons, were given by A. E. Blunt, Miss L. A. Shove, Prof. Comstock, and J. H. Knapp. Five Essays were interspersed with other exercises, as follows: One on 'Self-Government', by Prof. Dickinson; one on 'The School, the Teacher's Family', by A. E. Blunt; one on 'Primary Teaching', by Mrs. B. G. Hall; one on 'Obstacles to the Progress of Education', by J. H. Knapp; and another by Miss E. J. Reed. [The Secretary, not being present at the time, can not give the subject of the last.] The poem, entitled 'The Battle of Life', by F. W. Livingston, was an excellent production, and very well delivered. [This poem was published in the *Teacher* for Dec., 1862.—Ed.]

The Abingdon Glee Club enlivened the exercises by well-chosen and well-performed glees. The following officers were chosen for the ensuing year, viz: For President, J. V. N. Standish; Vice-President, A. J. Thompson; Secretary, M. L. Comstock; Treasurer, E. Childs; Executive Committee, J. H. Knapp, J. T. Dickinson, and A. R. Miller.

A series of resolutions was adopted by the Association, of which we give the substance. (1) Approving the Proclamation of President Lincoln, of Sept. 17, 1862; (2) Declaring it the duty of teachers to inculcate the principles of true patriotism, and instill love of country in the hearts of their pupils; (3) That principles should be taught before rules; (4) Recommending thorough training in common English branches before advancing to higher departments of study; (5) "One thing at a time"; (6) Whipping in school should be entirely prohibited; (7) Promising to endeavor to perform the parts assigned at meetings of the Association; (8) (9) (10) (11) (12) These are resolutions of thanks to the C. B. & Q. Railroad, the citizens of Abingdon, the Trustees of Hedding Seminary, the Abingdon Glee-Club, and the President of the Association; (13) Ordering a copy of proceedings prepared for publication in the county papers, and in the *Illinois Teacher*.

MARRIED.—In Chicago, November 27, by Rev. W. H. Ryder, Mr. WILLIAM P. WHITE, of Chicago, and Miss EMILY L. BEACH, of the Scammon School.

The scholars of Miss Beach's division united in presenting her an elegant photograph album, as a memorial of their affection for her. Such occasions are the bright lights along the teacher's pathway. B.

#### NOTICES OF BOOKS, ETC.

SOME SUGGESTIONS ON THE PRINCIPLES AND METHODS OF ELEMENTARY INSTRUCTION. By H. B. Wilbur, M. D., Superintendent of the New-York State Asylum for Idiots, Albany.

This address was delivered before the New-York State Teachers' Association at its last session. We regret we have not space to publish it, as it is one of the ablest papers we have read on this all-absorbing topic. The lecturer gives the Pestalozzian system some little ventilation, which will serve a good purpose in preventing many from attempting to adopt it without great study and preparation. There is no necessity in attempting to spread the system of Object Teaching: the only fear now is that we will have Object Teaching run wild and mad. This address will serve somewhat as a ballast.

RAB AND HIS FRIENDS. By John Brown, M. D. Boston: Ticknor & Fields.

An interesting and exciting little story.

SANDERS' RHETORICAL READER. By C. W. Sanders, A. M. Pp. 600. Price \$1.00. Chicago: S. C. Griggs & Co. New York: Ivison, Phinney & Co. 1863.

We confess to no partiality for the old series of Sanders's Readers. That they must be works of merit we can not deny, when we reflect upon the extraordinary sale they have had, and still have, amounting to thousands upon thousands of copies annually, and the wide extent of country over which they are more extensively used than any other readers; but years ago we acquired a prejudice, perhaps it is, which constant use of them for the last three years, though somewhat moderating, has never wholly removed.

But 'competition is the life of trade', and Mr. S. may thank his stars that the pressure of rival readers has compelled him to compile the Union Series, of which the above-named is the fifth book, and the first and second those noticed in April last; for if the numbers yet to come bear examination as well as those already issued, no better series of readers will be found.

The Rhetorical Reader is marked by the judiciousness and excellence of its selections. The range of subjects is very wide, embracing specimens, both in prose and poetry, of every variety of character, from over one hundred and fifty of the best English and American writers. To these are added notes and sketches, both literary and biographical—some of them altogether too brief, and many of them too stiff,—but still of such a character, all of them, as to awaken that interest which always attends the perusal of a piece whose author is known to the reader by something more than the mere name.

The clear white paper, and the finely-cut type, too, are as much better than those of the old series as the literary portion of the work. B.



# ILLINOIS TEACHER.

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ILLINOIS STATE TEACHERS' ASSOCIATION.

NINTH ANNUAL MEETING.

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REPORTED BY S. A. BRIGGS.

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ROCKFORD, WEDNESDAY, DECEMBER 31 — 9 O'CLOCK A.M.

THE Association met at Metropolitan Hall, and was called to order by Mr. ALEXANDER KERR, Chairman of the Programme Committee, who, the President and first Vice-President being absent, called Vice-President H. S. HYATT, of Fulton, to the chair.

On motion of Mr. BRIGGS, Mr. W. WOODARD, of Chicago, was appointed Secretary.

Prayer was offered by Rev. Mr. MEAD, of Rockford.

On motion of Mr. J. D. PARKER, of Chicago, Mr. BRIGGS was appointed Railroad Secretary, to attend to the preparing of return tickets.

The Secretary, being called upon, read the qualifications of membership.

Mr. PARKER moved the appointment of an auditing committee. Agreed to; and Messrs. READ, of Sterling, SLADE, of Belleville, and EBERHART, of Chicago, were appointed.

The Association then took a recess of ten minutes to allow members to pay the annual fee.

Business being resumed, and Mr. A. A. GRIFFITH, who should have given a select reading-exercise, being absent,—

On motion of Mr. HOWLAND, of Chicago, the Association took up the discussion on *The best method of teaching beginners to read*.

Mr. EDWARDS, of Bloomington, being called upon, opened the discussion. He wished to suggest perhaps not the best or only method

of teaching beginners to read, but one he had found of much practical value—the phonetic system of giving to each distinct sound of a letter a character of its own. The confusion generally created in the mind of a child by the many different sounds represented by the Romanic characters is by this system to a great extent obviated, the only difficulty being in the change of the student from the phonetic to the Romanic characters. This difficulty, however, is much less than would be naturally supposed, his experience being that very little help is needed. He spoke of a little girl whom he had taught to read from the phonetic primer, who, after reading the primer through, had, without his knowledge, taken up a Webster's spelling-book and attempted to read some of the stories, and who before he knew it had effected the transition. This is the testimony of Dr. Hill, long president of the Waltham school-board, where the system is used, and now President of Harvard University.

Mr. HOWLAND thought a great difficulty arises from the fact that most of our teachers are unmarried people and overestimate the capabilities of the children committed to their care; and that great success in teaching beginners might be found in trusting more to the memory of a child and less to the reason. Referring to his own experience, he called to mind a great many things which he learned when young with little knowledge of their meaning, and which had they not been learned then would always have remained unlearned, or at least learned imperfectly. A child of six years will learn a rule in arithmetic or grammar, or a list of words in prosody, better than a man of thirty, and will afterward be able to derive benefit from them and call them up as occasion demands. So children may learn their letters before they have occasion to use them, and save the time which would be spent in learning two sets of characters. He should need more than a few solitary cases to convince him that the phonetic method was the best way to learn reading.

Mr. PARKER, of Chicago, said that at the State Association at Quincy he had presented similar views with Mr. Howland, and he was then seriously taken to task for his views; was glad to see others now coinciding with him. He believed the mothers, who were home teachers, were best calculated to give us information on this subject.

Mr. CLIFFORD, of Mendota, had found the phonetic system, in his experience, the best calculated for the rapid advancement of the child's mind upon a sound basis.

Mr. BLACKMER, of Rockford, had taught several classes and transferred them into Romanic type, and had found the transition to be made without difficulty. He had also found that pupils carried the

phonetic analysis into common reading with great benefit, finding out by means of the phonetic analysis the true pronunciation of words much sooner than by the Romanic method.

At this point, on motion of Mr. EDWARDS, the discussions of the Association were thrown open to those present interested in educational matters, though not members.

The discussion being resumed, Mr. SLADE, of Belleville, spoke of the method of Mr. BUNSEN, of that place, which is in use in all the schools there. First, the word, as *fate*, is pronounced, prolonging the vowel sound, and the scholars are asked what sound they heard. When after repeated trials the sound is found, the character *a* is written upon the board, and the scholars are told that whenever they see that character they will make that sound. After the vowels the consonants are given, and then the scholars are told that when a consonant follows a vowel the latter has the short sound, as *at*; that when a consonant precedes and follows the vowel, the last consonant controls the sound of the vowel, as *hat*; and that if the consonant be again followed by a vowel, the first vowel has its original sound as *hate*.

The time having expired, Mr. G. H. HASKELL, of Battle Creek, Michigan, with a class of ten young men gave an exercise in illustration of Dr. Lewis's System of Gymnastics, giving a portion of the movements with the Indian clubs, dumb-bells, and rings.

After a recess of five minutes, Mr. W. WOODARD, of Chicago, gave an oral exercise in *History*, with a class made up of members of the Association. The process of teaching was happily illustrated, though the class did not exhibit marked proficiency, studiously concealing what they knew.

After singing by a class of about forty pupils from the Rockford schools, led by Mr. W. TILLINGHAST, of Chicago, the Association took its noon recess.

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ONE AND ONE-HALF O'CLOCK P.M.

The Association, led by Mr. TILLINGHAST, sung the *Battle-Cry of Freedom*.

Next in order were, an object lesson by Mr. A. S. WELCH, and a lecture by Mr. C. D. WILBER; but neither having arrived, the next exercise, *Gymnastics*, by G. H. HASKELL, was called. The exercises were with the wand, by the same class as in the morning.

Mr. ISAAC STONE, of Kenosha, gave a drill exercise in *Grammar*. The course of this lesson called out a variety of opinions upon different grammatical points, which were finally resolved into one, as suggested by

Mr. STONE, whether there is not an impropriety in bringing our Latin, Greek and Hebrew rules into our English grammar.

On motion of Mr. EDWARDS, the discussion on the best method of teaching children to read was resumed.

Mr. EDWARDS proceeded at considerable length to detail the advantages of the phonetic system for beginners. It enlarges to a degree hardly to be expressed the interest the child takes in his work; and when a teacher has succeeded in awakening an interest in the mind of his pupil, his work is half done. He wished to suggest to all the impropriety of discarding a theory of which they know nothing. Teaching the child to print was always a method the value of which was not fully appreciated, and which he wished to impress upon all. The transition from the phonetic to the Romanic characters was one in which no difficulty existed, and which the mind of the pupil readily grasped.

The objects to be aimed at in teaching children to read are to make them perfectly acquainted with the elementary sounds of the language, and to give them an easy and correct utterance. These objects the phonetic method admirably accomplishes; but it is not the only method that may be successfully used in the same way. Some teachers require their pupils to write the words of their lessons, designating the sounds of the letters by the notation of the dictionaries. This, if properly and perseveringly carried out, will accomplish the requisite ends. Children ought to begin learning to print as early as to read. This is not only possible, but very easy and natural. Give a child a slate and pencil, and it requires no effort to make him use them. The effort of the teacher should be to guide the child—to show him where he errs, in the forms of his letters, in their positions, in the use of capitals, in shading, in punctuation, etc., etc.

One of the advantages of this method is that it amuses and interests the pupil while instructing him; and this is an exceedingly important point. The teacher who can command the attention of his pupils by thoroughly arousing their interest will find little difficulty in doing all else that is necessary. The great vice of our schools is a want of interest. This is particularly exhibited when little children are put to learning the dry matter of a text-book. But the use of a slate and pencil in preparing his reading-lesson delights the child, and that, too, just at the time when there is danger of making books irksome to him.

Again, this exercise of printing serves to keep children busy, and consequently out of mischief. Vacant, unoccupied minds are among the chief dangers of the school-room. But let a child be kept at



work constantly, as he may be by his own desire, printing his lesson for the next day, and a vast amount of mischief will remain uncommitted.

It teaches children to spell correctly. When a child wishes to print a word, every element must go in. Every letter must be made; and the form of the word, correctly spelled, is presented in a vivid manner before him. The natural effect of this is that the correct spelling is remembered.

It teaches children to write. Wherever it has been tried, and carefully conducted, the effect has uniformly been that the handwriting of the pupil is made better than that of others who do not have this exercise. Children get the control of their muscles, and get accustomed to notice forms, by printing accurately their daily lessons.

Mr. ANDREWS, of DeKalb, thought one great advantage of the phonetic system is that we can begin any where, with the short sounds first, and knew by experience that a child would learn more in one week by printing his lessons than he would in three weeks by the common method.

Mr. HOWLAND, of Chicago, also made a few remarks, explaining his position taken in the morning more fully. He argued with Mr. Edwards regarding printing and spelling; thought it impossible to become a correct speller without writing and printing; thought it a little improbable that the transition from phonetic to Romanic printing could be made so easily. The word *rough* has five letters by the Romanic and three sounds by the phonetic method, all different. The letter *a* has five different sounds, and he thought the same character marked five different ways would be better than five different characters.

Mr. EDWARDS explained that *rough* phonetically is *ruf*, and that the phonetic type are as far as possible the common Romanic types, new ones being introduced after these are exhausted, and these can easily be distinguished by the children and supplied by them when absent.

Mr. SLADE explained that Mr. Bunsen only prolonged the sounds at first, and until the scholars became acquainted with them, and then they were given very rapidly. The long sounds are usually taken up first — not necessarily, as seemed to be inferred from Mr. Andrews's remarks.

Mr. GEORGE C. CLARKE, of Chicago, delivered a lecture on *The Friendships of Literary Men*.

The exercises of the afternoon closed with singing, conducted by Mr. TILLINGHAST.

SEVEN O'CLOCK P.M.

The Association met, and after singing several pieces under the leadership of Mr. TILLINGHAST, listened to an address by RICHARD EDWARDS, of the Normal University, on the *Necessity of making Education universal, considered with reference to our present National disturbances.*

The main object of the discourse was to impress upon the attention of the audience the importance and value of cultivated minds, not only to the individual but to the nation; that vice and immorality, sorrow and wretchedness, were the result of ignorance; that a nation's progress, happiness, and welfare, depend upon the universal diffusion of knowledge.

The address being concluded, the Association adjourned.

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THURSDAY, JANUARY 1, 1863 — 9 O'CLOCK A.M.

The Association was opened with a most fervent prayer, appropriate to the occasion and the day, by Rev. Mr. WALTON, followed by singing by the entire audience, on the suggestion of the President that, as this day ushered in a new year, and opens a new era in our country's history, they might perhaps like to express their feelings in 'Shouting the Battle-Cry of Freedom.'

On motion of Mr. FREEMAN, of Rockford, the chair appointed a committee of four on resolutions, as follows: MESSRS. JOHONNOT, of Joliet; WHITE, of Chicago; BROWN, of Dunleith; and KELLY, of Morrison.

The next exercise was by Mr. A. A. GRIFFITH, on *Reading*. He spoke of monotony as the chief difficulty, caused by a child's reading what he does not understand, and thought that only by imitation of the models given by the teacher was it possible to overcome it. He closed by reading two selections—Mackay's *Eternal Justice*, and Hood's *The Father's Lullaby*.

C. D. WILBER, of Bloomington, addressed the Association upon the *Natural Resources of the West*; proceeding at length to detail his experiences here, saying that he had first settled on Fox River, where he had found a perfect museum created by the Divine Hand in the rocks and quarries of that neighborhood. Great lessons he had found there, and studied them closely; 'sermons in stones', and had read them carefully. He had inquired and found that there was no considerable collection of these specimens in the state, and no society for their preservation, many having been sent East. He gave an account of the origin and success of the Natural-History Society, and of his

success in its behalf. Speaking of object lessons, he said that by most teachers they were considered a hobby; but it was one upon which most teachers need a conversion. Exhibiting a specimen of magnetic iron ore from the Iron Mountain of Missouri, the speaker stated that to be an object for a lesson which would not only attract metals but the attention of this audience, or of any school; and there are 50,000 like it in the state. Put that before a child, and he will study and wonder over it, and enable you to give him a vast amount of useful information connected with it, which will never be erased from his mind. After paying a glowing tribute to his associates, Vasey, Walsh, Holder, and others, the speaker closed by urging the teachers to make object lessons of these natural objects in stead of mere pictures.

The Association here took a recess of ten minutes.

Business being resumed, Mr. RICHARD EDWARDS occupied a brief time in an exercise in *Map-Drawing*. One of the first lessons in map-drawing is to require the pupil to draw upon the blackboard straight lines—horizontal and perpendicular,—following with vertical and curved lines, parallels and circles. He should then be thoroughly drilled in making coast lines; learning the meaning of capes, bays, islands, etc. Then the meaning of latitude and longitude; and well drilled in making meridian lines, and marking the different degrees of latitude and longitude, the position of the different zones, etc. As the students advance they are prepared to understand the philosophy of converging and diverging lines of longitude, the revolution of the earth, the cause of the earth's spherical form, etc., etc

Mr. A. S. WELCH, of Michigan, gave an address on *Object Teaching*. He proceeded at considerable length to demonstrate the necessity of object lessons, but that they were valueless if not founded upon the philosophy of the human mind. There is one infallible test of the truth of every theory, and that is nature. The artist must draw his colors from nature, the dramatist his characters, and if the sculptor carves one muscle not true to nature his work is lost. Yet there are many teachers who reject nature and take for their models images unnatural, false, and of their own creation. Nature is the universal test of the results of our labors. And why is she so often thrust out from the school-room; whence comes the error? And how palpable the sign over every school-room door, "No childish sympathies admitted; every thing natural to childhood's feelings excluded." And how false to the proper instruction of youth. Let us attend more to the teachings of nature, accepting her precepts as the true ones; and

when we do this we shall have made such a stride as the world has never seen; we shall then have grander, nobler, and purer men.

In giving instruction in object teaching the speaker recommended the following order for young children:

First give a child an understanding of the primary colors, following by simple objects of form, giving the child a knowledge of straight lines; afterward angles, triangles, squares, circles, etc., which should be illustrated by blocks and actual objects before the class.

The speaker was opposed to the plan of taking miscellaneous articles in the school-room, and giving instructions therefrom without system, and thought Miss Mayo's book on object teaching defective in that respect. Would take leaves as one of the first exercises in Botany — had taught children five and six years of age the names of all the leaves that they found. Afterward he would take the blossoms, following, with the different tints of colors. From botany would turn to zoölogy, and present the child with a knowledge of animals; having a live specimen present in giving the description, if possible. Following zoölogy, would take geological specimens, and thus would pass on into more difficult subjects, as the child was prepared to reason and understand them. Would never teach a knowledge of things from pictures.

Mr. WELLS suggested that there were animals and many objects of interest in the world that the child might hear of, but never see, and a strong desire would be aroused in the mind of the child to see these objects of which they heard so much. How should the child be taught a knowledge of these? Were not pictures necessary in that case?

W. WELCH remarked that with the child in after years, when the mind was matured, pictures might give the student correct ideas of the animals they intended to represent; but in the early training of the child natural objects should always be used.

The speaker closed by remarking that our system of instruction should be such that that which we learn through the aid of the five senses should come earliest in life; that which we learn through imagination and reason should be taught when the mind is sufficiently matured to comprehend it.

On motion of Mr. BRIGGS, JAMES S. RANKIN, of Madison, Indiana, was elected an honorary member.

The Association then took its noon recess.

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ONE AND ONE-HALF O'CLOCK P.M.

The Association resumed business. On motion of Mr. BROWN, of Dunleith, a committee of nine to nominate officers was appointed, as



follows : GEORGE SHERWOOD, of Chicago ; D. W. EVANS, Coal Valley ; JOHN PHINNEY, Sterling ; D. T. BRADFORD, Kewanee ; JAMES JOHONNOT, Joliet ; JAMES P. SLADE, Belleville ; RICHARD EDWARDS, Bloomington ; J. B. BROWN, Dunleith ; HENRY FREEMAN, Rockford.

Some kind words were spoken by Messrs. EBERHART, Gow, and WOODARD, in aid of the *Teacher*.

MR. A. S. WELCH gave an object lesson on *Color*. He thought object lessons should begin with some simple facts, and these should be succeeded by more complicated and extended objects, until the mind of the pupil was prepared to be introduced to the science of things. First lessons should be upon color. The eye perceives color first, and then form through color. Take first objects of red, yellow and blue colors, and give lessons upon these colors, going into all the hues before finishing the lessons. Then proceed to the consideration of colors upon plain surfaces ; commencing with the purest of the three primary colors, and going into the various hues, tints, and shades. We get tints by mixing white with the primary colors ; shades by mixing black with them ; and hues by mixing the primary colors together. In the course of his remarks he went into a thorough scientific dissertation upon colors. With his method of teaching, as he illustrated it by means of charts, it was manifest that a complete knowledge of the science of colors could be easily and speedily communicated to pupils.

MR. G. H. HASKELL followed with *Gymnastics*, giving an exercise with the bean-bags.

MR. A. M. GOW delivered a lecture on *Compulsory Attendance*. The argument was that private rights are subordinate to the public good ; and that hence government has the right to compel universal education of the children of all citizens, as a security against the crime and misery consequent upon ignorance, and for the general good which prevailing intelligence and education would secure to the public. This view was enforced by a large array of statistics showing the relation of crime and degradation to ignorance.

MR. TILLINGHAST sang *Gather them in*, and the Association adjourned.

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SEVEN O'CLOCK P.M.

The Association resumed business. On motion of Mr. BRIGGS, A. J. CHENEY, ISAAC STONE, RICHARD GRAHAM, S. C. LOCKWOOD, N. M. COMSTOCK, — SPALDING, JAMES D. BUTLER, and W. S. LOVE-



WELL, all of Wisconsin, were elected honorary members of the Association.

At this juncture the President announced that the President's Proclamation of Freedom had been issued. Immediately there arose a tremendous cheering and clapping of hands; which having somewhat subsided, the whole assembly sang the Star-Spangled Banner with great spirit.

Order being restored, Hon. NEWTON BATEMAN was introduced as the lecturer for the evening. His subject was *The Chief End of Common Schools — how it may be more effectually attained*. He thought that in our schools too little attention is given to the proper instruction of youth in the form of the government under which they live, from a mistaken idea that it is beyond the comprehension of young pupils. It is supposed that the Constitution of the United States is too dry and metaphysical for the imaginative nature of school-boys — that they are not capable of being instructed in the fundamental principles of our political institutions. How absurd such a theory. How is it that the youth who can master the tortuous subtleties of Greene's Analysis, Covell's Digest, our Latin and Greek works, or our books on geometry, is incompetent to cope with the terse, grand, and noble language of our constitution? Taking a number of common terms from the text-books referred to, and selecting at random from the constitution a number of words, he showed the absurdity of imagining the young mind capable of a correct understanding of the former and not of the latter. And yet, the text-books referred to were prepared by practical men, and with no idea but that the young could comprehend them. But he meant no disparagement to these works; he had simply taken them as he might a dozen others on his shelf. They were valuable and proper in their sphere; and he would not that the pupil should neglect these, but that he should learn more of our system of government. Let our youth know more of their government, whose destinies they are soon to control, and less of Latin and Greek mythologies. He would not detract at all from the Latin and Greek masters; he owed them much; but in no case should the student neglect the proper study of the fundamental principles of the government. Descanting at some length upon the beauties of the constitution, he said that if rightly interpreted it was strong enough for this or any other emergency: its power is irresistible, and sufficient to crush any rebellion; the grandest safeguard and exponent of human liberty the world ever saw. If our children had been instructed in the principles and workings of the government, could the monstrous heresy of secession ever have obtained such gigantic proportions?

Is it not time, then, to baptize our children afresh in the wisdom of our fathers? Is not the country falling to pieces because our youth do not understand the fundamental principles of our government and the rights and duties of citizens? Is it a time to send our children abroad to study the classics, and obtain works of art, in stead of instructing them to shore up the falling props of our own institutions? Let the child be taught to identify himself with his country; instruct him in the true ideas of a free government, the fundamental principles and the proper working of the Republic; teach him that liberty and virtue are closely allied, and that 'eternal vigilance is the price of liberty'. Then will we have accomplished much.

The speaker compared, at some length, our government with those of foreign countries; with republics which had fallen and risen, without stability, but resting upon the caprice of an ignorant and easily blinded people; and asserted that liberty, wherever falling, had become entombed with virtue. He urged at length such an instruction of our youth as would give them a correct understanding of the true ideas and principles and the proper working of a free government, thus placing it upon a foundation which might never be shaken, giving to its support men fully appreciating the blessings of free institutions, and thoroughly imbued with correct ideas of their duties under such institutions. We may not ourselves see the fruition of our hopes, the results of our labors, but we should sow that others may reap. Let us begin the good work now. Let our system of instruction thoroughly inculcate a love of country. Men will preserve and transmit that which they unfeignedly love, and government is no exception to this; and a sincere and devout patriotism is the fire which consumes the dross of selfishness and makes the true and faithful citizen.

At about 9 o'clock Mr. BATEMAN apologized for his abrupt closing, affectionately thanking the teachers and others connected with him in his official capacity for the kindness shown him, and wishing that his successor might be made the recipient of the same favors.

Mr EDWARDS then offered the following resolution :

*Resolved*, That this Association regards very highly the labors of the Hon. NEWTON BATEMAN in his position as Superintendent of Public Instruction of the State of Illinois, which position he has so usefully and honorably filled for the last four years; that his lucid exposition of the school law, his successful efforts to organize a profession of teachers, the valuable principles and statistics that make his reports so eminent in educational literature, have given to our state a noble pre-eminence in the matter of education. And we wish him, in his retirement from office, and in whatever post he may be called to fill, the most abundant success and happiness.

The resolution was adopted unanimously, and the Association adjourned until 9 o'clock in the morning.

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FRIDAY, JANUARY 2 — NINE O'CLOCK A.M.

The Association was opened with prayer by Rev. Mr. KERR.

Mr. A. S. WELCH gave another object lesson on *Color*.

Mr. W. H. WELLS delivered an address on *Orthoëpy and its Representatives*. After an introduction on different systems of education, Mr. Wells said that the system of education, like all else, follows the fashion. We are all imitators, despite ourselves. Illustrating this, the speaker showed how far we were led by it in all branches of teaching—grammar, reading, arithmetic, etc. The system of analysis being introduced forty years ago by Colburn in his arithmetic, and becoming fashionable there, had also become the fashion in other branches. Mr. Wells then read from the report of Mr. Eberhart, School Commissioner of Cook county (the first report ever published there) a sentence to the effect that foreign-born citizens, if properly taught by learning the elementary sounds, might learn to speak our language as correctly as ourselves. He heartily indorsed the sentiment, and was glad to see it there, for his own observation had taught him the truth of it. The system of analysis in reading, of giving a clear idea of the elementary sounds of our language, was important, and no progressive teacher thought of doing without it. The fault of many teachers was in teaching orthoëpy in connection with spelling. The time to teach correct pronunciation and articulation was in reading. Do not overdo the system, but let there be enough of teaching in elementary sounds that, when a difficulty arises, you can tell the pupil to take the word and analyze its sounds. But this system had almost sprung up, or may be said to have become the fashion, within the last ten years. We have no authorities; and here is a call for some standard work of reference to settle the questions which may arise. This is a difficult matter. New editions of our dictionaries would cost a large sum, and many of the questions might not yet be settled. But the compilers of dictionaries make them to sell, and as soon as the demand for such was large enough we would get them. Describing at length his ideas of what such a work should be, he had no doubt that, as soon as lexicographers could revise and change their system of marking, we would have what we need.

The Association received and accepted with thanks an invitation from Rockford Female Seminary to attend a sociable in the evening.

Prof. J. J. BLAISDELL, of Beloit, delivered a lecture on *Dr. Arnold as a Teacher*.

The Association then took its noon recess.

HALF-PAST ONE O'CLOCK P.M.

The Treasurer, Mr. PARKER, of Chicago, presented his account of receipts and expenditures to this time, which was, on motion, referred to the Auditing Committee.

ILLINOIS STATE TEACHERS' ASSOCIATION,		Cr.
Dec. 31, 1862.	By balance in treasury.....	\$51 55
" "	By receipts from annual membership fees,	78 00
		<hr/> \$129 55
		Dr.
Dec. 31, 1862.	To H. Freeman for sundries.....	\$18 25
" "	To Dickson & Bird for programmes....	6 00
" "	To J. D. Butler.....	20 00
" "	S. P. Rounds for 500 passes.....	2 25
" "	G. H. Haskell.....	12 00
" "	A. S. Welch.....	30 00
" "	Wm. Tillinghast.....	5 00
		<hr/> \$93 50
	Balance in treasury.....	\$36 05

JNO. D. PARKER, *Treasurer*.

Mr. E. C. HEWETT continued the exercise on *Map-Drawing* commenced by Mr. Edwards yesterday.

The closing address of the Association was by Prof. J. D. BUTLER, of Madison, Wis., on *Common-place Books*. With a lecture sparkling with wit and wisdom, the speaker manifested the excellent results to be derived from keeping common-place books. If his remarkable ideality and exhaustless resources in illustrating his subject are due to his practice of the plan, no better argument could be offered in its favor. But the happy manner in which he drew sparkling thoughts from incidents and sayings exhibited a native resource that could have been born of no common-place books.

No report would do justice to the lecture; but Prof. Butler has promised to write out an extract from it for the *Teacher*.

Time pressing, Mr. WELLS excused himself from answering the questions which had been handed in.

Mr. GOW moved that hereafter the sessions of the Association be held during the summer vacation.

The question was briefly discussed by Messrs. GOW, JOHONNOT, STONE, and HEWETT; and being put to vote, was lost.

Mr. SHERWOOD, from the Committee on Nominations, reported the following list of officers for 1863:



*President* — Non. N. BATEMAN, Springfield.

*Vice-Presidents* — 1st District, W. WOODARD, Chicago; 2d, ALEX. KERR, Rockford; 3d, STERN ROGERS, Galena; 4th, D. W. EVANS, Coal Valley; 5th, G. G. ALVORD, Geneseo; 6th, FRANCIS HANFORD, Lockport; 7th, Z. TRUESDEL, Champaign City; 8th, E. C. HEWETT, Bloomington; 9th, E. B. LEONARD, Beardstown; 10th, CHARLES E. FOOTE, Jerseyville; 11th, A. W. MACE, Olney; 12th, O. S. COOK, Bunker Hill; 13th, LOGAN H. ROOTS, Duquoin.

*Recording Secretary* — W. W. DAVIS, Sterling.

*Corresponding Secretary* — A. M. GOW, Rock Island.

*Treasurer* — JAMES P. SLADE, Belleville.

*Committee on Programme* — JAS. JOHONNOT, Joliet; SAMUEL H. WHITE, Chicago; P. P. HEYWOOD, Aurora.

On motion of Mr. BRIGGS, the report was accepted, and the President was requested to cast the vote of the Association for the persons named; which being done, they were declared elected the officers for the ensuing year.

The place of the next meeting of the Association was left with the Programme Committee.

Mr. JOHONNOT, from the Committee on Resolutions, reported the following, which were adopted singly :

*Resolved*, That in this hour of gloom and despondency, while mad rebellion is frantically rushing to her carnival of blood, while audacious treason in our very midst is planting her banner of disunion, and while the universal wail of anguish goes up from Northern homes for slaughtered sons and brothers; in the midst of all these discouragements, we, the representatives of the great body of teachers in the State of Illinois, solemnly repledge our lives and our fortunes to the perpetuation of republican institutions, and reiterate our unwavering faith in the justice of our cause, and in the ultimate triumph of truth over falsehood, and of liberty over oppression.

*Resolved*, That we will yield to our government a zealous, cordial, and united support in all its efforts to suppress the unholy rebellion, regardless of individual preferences and of past party differences; and in view of the wide-spread miseries and devastation of the present war, we will make our strongest efforts to instill into the minds of the rising generation a greater love of freedom and a more exalted patriotism; and will endeavor to impress in the most effectual manner the sentiment that 'treason to a beneficent government like ours is a sin inferior only to treason to God'.

*Resolved*, That to our professional brothers in the field we extend our warmest sympathies and most heartfelt thanks; that while around their lonely camp-fires, or faithfully keeping guard in the advanced posts of danger, they may know and feel that our prayers, and the prayers of millions of other loving hearts, are continually arising in their behalf; that, if living, we will welcome them home with open arms and sincerest affections, and 'if they die that their country may live', we will cherish their memory in our heart of hearts, and will teach our children



to regard them as they do the sacred dead of the glorious revolution; and 'that their blood may not cry from the ground in vain', we here reverently consecrate ourselves to the carrying out of their work — the benefit of the rising generation and the establishment of universal justice among the sons of men.

*Resolved*, That the County Commissioners ought to receive salaries sufficient to enable them to devote their whole time and attention to the interests of the schools in their respective counties, and should receive no other compensation.

*Resolved*, That we will treasure up in our hearts the valuable instructions of the lecturers who have so generously contributed to our profit from the wealth of their knowledge, and that we will carry home their teachings, and by our lives as well as our practice show that we have not been idle listeners.

*Resolved*, That the thanks of the Association are hereby tendered to our President, Secretary, local committees and other officers, for the faithful and efficient manner in which they have filled their respective positions.

*Resolved*, That a committee of three be appointed to make a report to the next meeting of the Association upon the subject of *Compulsory Attendance*.

*Resolved*, That children ought not to be admitted to the public school until they are at least six years of age.

*Resolved*, That we recognize in the *Illinois Teacher* a journal which should be in the hands of every educator in the state; and that we earnestly commend it to their patronage and support.

*Resolved*, That the thanks of this Association are hereby tendered to the managers of the Chicago, Alton and St. Louis, Galena and Chicago Union, Kenosha and Rockford, Chicago and Northwestern, Logansport, Peoria and Burlington, Great Western, and Chicago and Milwaukee Railroads, for their liberality in reducing the fare on their several roads to members of the Association.

*Resolved*, That we feel that a vote of thanks will poorly express our feelings for the open-hearted and almost unbounded hospitality of the citizens of Rockford. Their welcome has been so cordial that we have ceased to regard them as strangers; and, should we ever be placed in circumstances similar to theirs, we will try to emulate their example, so that deeds of kindness may be multiplied in the world.

On motion of Mr. BRIGGS, Prof. J. J. BLAISDELL, of Beloit, was elected an honorary member.

The President then declared the Association finally adjourned.

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CATALOGUE OF MEMBERS PRESENT.

Adams, O.,	Rockford.	Beals, M. B.,	Hampton.
Allen, C. H.,	Madison, Wis.	Blanchard, A. J.,	Sycamore.
Andrews, M.,	DeKalb.	Bateman, Newton,	Springfield.
Andrews, Mrs. P. E.,	"	Butler, James D.,	Madison, Wis.
Ashton, Mary J.,	Durand.	Butler, Valois,	Waukegan.
Anthony, Margaret M.,	Bloomington.	Brooks, G. B.,	Beloit, Wis.
Adams, Helen J.,	Galva.	Burnap, Francis,	Rockford.
Bradford, D. T.,	Kewanee.	Blaisdell, James J.,	Beloit.
Brown, J. B.,	Dunleith.	Briggs, S. A.,	Chicago.
Brown, Hope,	.....	Bartholomew, Mary M.,	Marengo.
Blackmer, O. C.,	Rockford.	Barber, Lucinda,	"
Batchelder, Geo. W.,	Bloomington.	Barber, Amanda,	"

Bennett, Sarah J.,	Belvidere.	Hosmer, Helen M.,	Sterling.
Butler, Augusta,	Sterling.	Hurlbut, Ellen,	Ypsilanti, Mich.
Brainard, Harriet,	"	Johnson, L.,	Winnebago.
Barker, Julia,	Woodstock.	Johonnot, James,	Joliet.
Blair, Lucia C.,	Pecatonica.	Johnson, Mrs. L. M.,	Winnebago.
Bowen, E. M.,	Morrison.	Kerr, Alex.,	Rockford.
Barnes, E. W.,	Oswego.	Kay, Richard F.,	"
Clarke, Geo. C.,	Chicago.	Kelly, M. R.,	Morrison.
Clifford, W. E.,	Mendota.	Lyon, G. G.,	Rockford.
Cook, O. S.,	Bunker Hill.	Lamont, James,	.....
Crary, A. A.,	Freeport.	Lockwood, S. C.,	Janesville, Wis.
Comstock, N. M.,	Janesville, Wis.	Lovewell, W. S.,	Prairie du Chien, "
Cheney, A. J.,	Delavan, Wis.	Lloyd, Mary W.,	Malta.
Cutler, B. R.,	Chicago.	Levings, Hattie E.,	Winnebago.
Chamberlain, Miss M. C.,	Durand.	{ Lyman, George,	Mt. Carroll. }
Carleton, Elizabeth,	Griggsville.	{ Walked off without paying his dollar. }	
Clifford, Mrs. E. M.,	Mendota.	Milligan, W. R.,	Ottawa.
Coltren, Susan,	Woodstock.	Moore, J. P.,	Belvidere.
Crocker, C. E.,	Freeport.	Marven, Kate D.,	Pecatonica.
Cutler, Mrs. E.,	Chicago.	Merriman, Sarah J.,	Chicago.
Clark, Miss Adda,	Galena.	Mercer, Mattie L.,	Bloomington.
Davis, W. W.,	Sterling.	Moffatt, Carrie H.,	Mendota.
Dickinson, Hannah,	Chicago.	Morris, Mattie E.,	Marengo.
Dickey, Margaret A.,	Sterling.	McCartney, Miss E. J.,	N. Caledonia.
Dickinson, Hattie,	Chicago.	McCray, Helen,	Woodstock.
Edwards, Richard,	Bloomington.	Maguire, Anna,	Pecatonica.
Ercanbrack, T. R.,	Marengo.	Monroe, Miss,	Mt. Carroll.
Eberhart, John F.,	Chicago.	Mack, L. M.,	Winnebago.
Evans, D. W.,	Coal Valley.	Nason, N. C.,	Peoria.
Eno, Ada L.,	Prophetstown.	Noble, James J.,	Chicago.
Freeman, Henry,	Rockford.	Noble, Miss Emma L.,	Winnebago.
Flagg, J. A.,	Dixon.	Phinney, John,	Sterling.
Fenn, C. F.,	Joliet.	Patterson, John,	.....
Flagg, Mrs. J. A.,	Dixon.	Parker, John D.,	Chicago.
Fleming, Anna,	Monmouth.	Peabody, S. H.,	Milwaukee, Wis.
Ford, Frances M.,	Barrington.	Parker, L. E.,	Morrison.
Freeman, P.,	Fulton.	Paine, Hattie M.,	Chicago.
Fellows, Mary E.,	Marengo.	Parker, Mrs. Nancie A.,	Sterling.
Farunn, Frances L.,	Rockford.	Pollard, Flora J.,	Beloit, Wis.
Griffith, A. A.,	Milwaukee, Wis.	Perkins, Mary E.,	Marengo.
Graham, Richard,	Kenosha, Wis.	Pettis, A. T.,	Winnebago.
Gage, Frances,	Prophetstown.	Rogers, Robert,	Durand.
Griswold, E. L.,	Pecatonica.	Rogers, Stern,	Galena.
Guy, R. F.,	Mendota.	Read, Josiah T.,	Sterling.
Gallup, Nancy,	Mt. Carroll.	Rolfe, John H.,	Chicago.
Gallup, Emily,	"	Rankin, James S.,	Madison, Ind.
Gregory, C. M.,	"	Ranney, Lois,	Durand.
Howland, George,	Chicago.	Rexford, Ellen J.,	Blue Island.
Hill, Thomas E.,	Waukegan.	Reed, M. Lizzie,	Chicago.
Hyatt, H. S.,	Fulton.	Read, Hattie A. M.,	Union.
Hathaway, E.,	Freeport.	Scribner, W. M.,	Chicago.
Haskell, Geo. S.	Battle Creek, Mich.	Slade, James P.,	Belleville.
Herrick, O. W.,	Noyesville.	Swezey, A. J.,	Rockford.
Hanford, Francis,	Lockport.	Smith, H. H.,	Galena.
Heywood, P. P.,	Aurora.	Sumner, P. H.,	Chicago.
Hicks, David F.,	Woodstock.	Smith, E. C.,	Dixon.
Hewett, E. C.,	Bloomington.	Sabin, W.,	Danby.
Hatch, Carrie,	Chicago.	Stone, Isaac,	Kenosha, Wis.
Harrington, J. K.,	Mendota.	Spencer, R. C.,	Chicago.

Sherwood, George,	Chicago.	Wanless, E. A.,	.....
Stevens, Cynthia J.,	Durand.	White, S. H.,	Chicago.
Spaulding, Miss M. B.,	Beloit.	Woodard, W.,	"
Smith, Miss J. A.,	"	Ward, James,	.....
Stull, Matilda R.,	"	Westcott, O. S.,	Oswego.
Scott, Sarah,	Pecatonica.	Wentworth, D. S.,	Chicago.
Shimer, Mrs. F. A. W.,	Mt. Carroll.	Wells, W. H.,	"
Stevens, Miss A. L.,	Belvidere.	Wilson, O. B.,	Cincinnati.
Swan, Miss F. M.,	Winnebago.	Welch, A. S.,	Ypsilanti, Mich.
Smith, Mary A.,	Morrison.	Waldo, H. H.,	Rockford.
Turner, Ezra,	Apple River.	Wilber, C. D.,	Bloomington.
Taylor, H. W.,	.....	Waterman, Eliza J.,	Joliet.
Tucker, Mrs. L. M.,	Monmouth.	Woodworth, E. D.,	Fulton.
Tucker, Mary E.,	Freeport.	Wells, Miss R. M.,	Ottawa.
Taylor, Celestia,	Huntley.	Walker, Miss Sylvia E.,	Chicago.
Twitchell, Miss A. A.,	Morrison.	Wilson, M. Louise,	"
Town, Lizzie,	Bloomington.	Wilcox, Elmira S.,	Amboy.
Todd, Miss C. M.,	Chicago.	Wernham, M. E.,	Marengo.
Towne, S. A.,	Morrison.	White, Julia,	Turner Junction.
Wright, Grove,	Sterling.		

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#### G. D. C. ENTERS A 'DEMURRER' IN THE DIAGRAM CASE.

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MR. EDITOR: I wish to notice for a few moments the remarks of G. D. C. upon the diagram system of teaching grammar. It is strange that the supporters of this system, whenever they talk, have *two favorite* arguments: one, that it is used widely in the Eastern States; the other, that those opposed to it are *ignorant* of the principles of the English language. Now I make no pretensions to '*Puritan*' blood; yet I think I understand grammar as well as some '*Yankee school-masters*' that I have seen.

But, to come directly to the question: I quote from G. D. C. *Italics* are mine. "Undoubtedly to a *man of mature mind*, who can see the relations of words to each other at a *glance*, in the simple sentences in Clark's Grammar, the process of putting them in a system of loops is *ridiculous*." It would seem to me that if loops are ridiculous to a *mature* mind that can see the relations of words at a glance, they would be somewhat ridiculous to a mind *not* matured. If they confuse a *mature* mind, and to *it* look ridiculous, how must they appear to the mind of a school-boy?

Again, G. D. C. remarks "But a person who can carry off the grammar gates of Gaza with ease must recollect that there are minds *less* strong and mature than his own; and that if the young are to become strong, they must first do that which is possible to themselves,

regardless of the power of others." Just so, that is precisely what we argued in our former article. We *do* remember that there are minds *less* strong and mature than our own; and who will *deny* that the way to *strengthen* the mind is by mental exercises? And to that effect the child commences the study of mental arithmetic, 'regardless of the power of others' to perform the practical.

Another argument is, that because we use diagrams in geometry, geography, philosophy, etc., we should use them in grammar. "But it would take giant powers of ratiocination to prove to me" that *that* would follow as a matter of course.

Now the points I made in my article upon this subject G. D. C. has failed to notice, and by 'demurring' has admitted my arguments true; for a demurrer confesses to facts, but denies that the opposite party has made out a legitimate excuse. I think his demurrer will be overruled; and he having failed to notice the main arguments, the case will stand fair that we must understand the relations of words to each other, or be able to analyze a sentence, before constructing a diagram for it; and that if this be the case, the diagram is of no benefit, when the sentence *must* be analyzed without it. Or if sentences may be placed in diagrams *without* knowing the relation of their words, or being able to analyze, as I remarked before, no knowledge of grammar is gained, but we are enabled by machinery to 'grind' it out. I see no difference between *guessing* at the construction of a sentence and placing it in a diagram without knowing any thing about it.

LEROY CARPENTER.

PLYMOUTH, ILLINOIS, January 3, 1863.

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#### . PROTEST FROM A LAKE COUNTY TEACHER.

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MR. EDITOR: In an article that appeared in the January number of the *Illinois Teacher*, entitled 'Questions from the Query-Box', written by Thos. E. Hill, Secretary of the Lake County Teachers' Institute, on the question 'Should corporal punishment be inflicted in school?', he says: "Mr. Wells thought it could not be wholly dispensed with, but nearly all the other speakers argued in favor of its disuse in the school-room." Again he says: "The *majority* of speakers were in favor of banishing the rod entirely from the school-room, believing that the teacher who could not teach without its use had



better not teach at all." This statement is so different from the impressions we received at the time, that we can not refrain from giving a version of the case as we understand it. Mr. Wells argued strongly in favor of corporal punishment; also Prof. Eberhart, who said "Corporal punishment must of necessity be used." Our President and Vice-President of the Institute were also in favor of a judicious use of the rod. Only three speakers argued in favor of its *disuse*, two of whom were not teachers, and the other, who was, has by common report the most disorderly school in the county.

If Mr. Hill pretends to give the sentiments of the *teachers* in regard to this matter, he certainly received a wrong impression, for we do not know of a single teacher attending the Institute who was in favor of banishing the rod, save the one already mentioned.

A TEACHER OF LAKE COUNTY.

WAUKEGAN, ILLINOIS, JAN. 7, 1863.

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#### COMPOSITION-WRITING.—NUMBER XII.

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SCHOLARS some times become discouraged in this, as in many other exercises of the school-room. The ideas do not spring up readily; words do not pour forth as fluently as they desire; sentences do not arrange themselves by magic; and they are willing to give an enthusiastic adherence to the general principle *poeta nascitur, non fit*. They half believe that easy composition is a gift divinely vouchsafed to a few favored Miltons and Macaulays, and that it is absurd for common mortals to attempt the least success in this department.

To disabuse their minds of such an opinion, as well as to inspire them with new zeal, the difficulties and perseverance of great masters of composition should occasionally be held up before them; and we shall close this series of articles with a reference to some eminent authors whose experience is full of encouragement to every youthful writer.

Virgil kept revising the *Æneid* till his death. Horace advises his friends —

"Carmen reprehendite, quod non  
Multa dies et multa litura coercuit, atque  
Perfectum decies non castigavit ad unguem."

Pope's melodious verses cost him infinite labor. Gray wrote little,

and with extreme care; but how valuable is that little! What a legacy is the 'Elegy'! Gibbon prepared the first chapter of his immortal 'Decline and Fall' three times, and the second twice, before he was satisfied to bequeath them to posterity. Johnson, it is said, when asked in regard to the best time for composing, replied, "Sit down doggedly to it." Addison often stopped the press to insert a preposition. Irving would not write unless in the spirit. Hume's first literary performance met with no favor, and was soon forgotten. John Foster, in one of his letters, mentions his great aversion to the toil of writing; and yet he gave to the world 'Essays on Decision of Character'. As a last instance comes our most recent popular historian, John Lothrop Motley: his earlier efforts gained him but a trifling reputation; the research of after years has placed the 'Dutch Republic' among the standard volumes of genius.

STERLING, Dec., 1862.

W. W. D.

## M A T H E M A T I C A L .

SOLUTIONS.—32. I think there must be a mistake in the statement of the problem. Assuming the problem to read "The sum of two numbers is 19, and the square root of the *difference* of their squares is 9", I offer the following solution: Since the square root of the difference of the squares is 9, the difference of the squares must be  $9^2$ , =81. Then, since "the difference of their squares divided by the sum of the numbers will give their difference" (*Greenleaf's Higher Arithmetic*, Art. 553),  $81 \div 19 = 4\frac{5}{19}$ , = their difference. Then  $\frac{19 + 4\frac{5}{19}}{2} = 11\frac{12}{19}$ , the greater number, and  $\frac{19 - 4\frac{5}{19}}{2} = 7\frac{7}{19}$ , the less number.

J. W. O.

[J. W. O. is right: the example was incorrectly stated.—ED.]

33. To find the height of the post: The distance from the second house to the post is 76 feet, and from the top of the house to the top of the post is 95 feet. The distance from the post to the second house will form the base of a triangle, because the distance is 76 feet from the top of the post to a point on the house as high as the post is. Since 76 feet is the base and 95 feet the hypotenuse, to find the perpendicular,  $95^2 - 76^2 = 3249$ ,  $\sqrt{3249} = 57$ ; therefore 57 feet is the distance from a point on the house equal in height to the post to the top of the house. Then  $64 - 57 = 7$  feet, the height of the post. To

find the distance from the post to the first house:  $55-7=48$ .  $80^2-48^2=4096$ ,  $=\sqrt{4096}=64$ : 64 feet=distance from the post to first house. Then  $64+76=140$ . 140 feet=distance between the houses.

F. F. J., Brown School, Chicago.

Answered also by F. Hanford and Pupillus.

34. From the conditions, letting  $t, v, x, y$  and  $z$ =the share of each daughter respectively, we have [1]... $t+v+x+y=50000$ ; [2]... $v+x+y+z=66000$ ; [3]... $t+x+y+z=60000$ ; [4]... $t+v+x+z=56000$ ; [5]... $t+v+y+z=64000$ . Combining Eq. [1] with [3], [4], [5], respectively, we have [6]... $z-v=10000$ ; [7]... $z-y=6000$ ; [8]... $z-x=14000$ . Combining Eqs. [2] and [6], we have [9]... $x+y+2z=76000$ , and Eqs. [9] and [7], [10]... $x+3z=82000$ , which combined with Eq. [8] gives  $4z=96000$ ; from which,  $z=24000$ ,  $y=18000$ ,  $x=10000$ ,  $v=14000$ , and  $t=8000$ . Miss Harriet's share is \$10000.

PUPILLUS.

The sum of the several amounts involves the fortune of each daughter 4 times.  $\$50000 + \$66000 + \$60000 + \$56000 + \$64000 = \$296000$ , and this divided by 4= $\$74000$  as the sum of the several fortunes.  $\$74000-50000=\$24000$ , the fortune of the last;  $\$74000-66000=\$8000$ , the fortune of the first;  $\$74000-60000=\$14000$ , the fortune of the second;  $\$74000-56000=\$18000$ , the fortune of the fourth; and  $\$74000-64000=\$10000$ , the fortune of Miss Harriet, the third daughter.

F. HANFORD.

35. If he had worked the 20 days, he would have received \$140; but he received only \$100. The difference is \$40. If he was to forfeit \$2 every day he was idle and lose the \$7 that he would get if he worked, then he would lose \$9 every day he was idle. He received \$40 less than if he had worked all the time. Therefore, if he received \$40 less than if he had worked, and lost \$9 a day when he was idle, he was idle as many days as \$9 is contained in \$40, which is  $4\frac{4}{9}$ . If he was employed 20 days and was idle  $4\frac{4}{9}$  days, he must have worked as many days as the difference between 20 and  $4\frac{4}{9}$ , which is  $15\frac{5}{9}$ , the number of days he worked. *Proof:*  $4\frac{4}{9} \times 2 = 8\frac{8}{9}$ ;  $15\frac{5}{9} \times 7 = 108\frac{8}{9}$ ;  $108\frac{8}{9} - 8\frac{8}{9} = \$100$ , the amount he received.

ROLLIN J. REEVES, Brown School, Chicago.

Solved also by W. P. J. and F. Hanford.

PROBLEMS.—36. The following is the 7th example on page 280, *Ray's Higher Arithmetic*. It has been referred to us for solution, some dispute having arisen as to the correctness of the answer given in the book. We have advised our correspondent of our own opinion in the matter, but would like to have our contributors give us their solutions.

"A Cincinnati manufacturer receives, April 18, an account-sales from New Orleans; net proceeds \$5284.67, due June 7. He advises his agent to discount the debt at 6 per cent., and invest the proceeds in a seven-day bill on New York, interest off at 6 per cent., at  $1\frac{1}{2}$  per cent. discount, and remit it to Cincinnati. The agent does this April 26. The bill reaches Cincinnati May 3, and is sold at  $\frac{7}{8}$  per cent. premium. What is the proceeds, and how much greater than if a bill had been drawn May 3, on New Orleans, due June 7, and sold at  $\frac{3}{8}$  per cent. premium, and interest off at 6 per cent.?"

37. A hare starts 40 yards before a greyhound and is not perceived by him till she has been up 40 seconds: she scuds away at the rate of 10 miles an hour, and the dog, on view, makes after her at the rate of 18 miles an hour. How long will the course hold, and what space will be run over from the spot where the dog started? J. W. O.

38. (For mental solution.) I have 4 square gardens. The second has 4 rods more on a side than the first, the third 4 more than the second, and the fourth 4 more than the third. The fourth contains  $6\frac{1}{4}$  times as many square rods as the first. Required the contents of each garden.

Maine Teacher.

ABOUT THE CENTRE-OF-GRAVITY PROBLEM.—We owe Z. T. an apology. By our carelessness we only published one-half of his explanation in the last *Teacher*, and now, the copy having been destroyed, we can not set him right.

The *Maine Teacher* has been working at the problem with amusing results. One says, "By reasoning and trial I obtain 4 feet from the end." Another who has 'worked on timber for years' gives the same. Another gives the same, and ends with '*How necessary it is, then, for us always to be correct*'. It strikes us that the credit of originating that phrase belongs to the *Teacher* (see Sept. number, 1862). That correspondent had better look out. Others gave 8 feet. The Maine Editor agrees with J. W. O.

Some Teachers' Institute in Wisconsin has been referring this problem to Mr. Coryell, of the *Wisconsin Journal of Education*, and the January number contains an algebraic solution, also corresponding to that of our contributor.

THE NEGATIVE-QUANTITY QUESTION, AGAIN.—My friend Z. T. says "The Professor does not present any proof in support of his assertion" that algebraists are not correct when they say that  $-2 > -6$ . Let him carefully review my article, and I think he will change his opinion.

Z. T. says "In its algebraic sense  $-2$  is greater than  $-6$ . Suppose we add 4 to the second member,  $-2=4-6$ , or  $-2=-2$ . Are not the members now equal? Is it not necessary to add 4 to  $-6$  to make it equal to  $-2$ ?"



In reply I would say that *additive* and *subtractive* quantities, when brought together, *destroy each other* if they are *numerically equal*. Of two numerically unequal quantities, one *additive*, the other *subtractive*, this *process of destruction* goes on, until it has reached the number of units in the smaller quantity. How, then, was  $-6$  made equal to  $-2$ ? Simply by going through a process to *destroy minus 4*. As a *subtractive* quantity, the *minus 6* has been diminished, so that the *inequality* has become an *equality*. Would not the reasoning employed by Z. T. prove the absurd proposition that quantities can be *less than nothing*? Take  $-6$  for example, and add 6 to it,  $-6+6=0$ : the result is zero; therefore  $-6$  is *less than nothing*.

Let us recur to the original example,  $-6 > -2$ . Add 12 to both members,  $12-6 > 12-2$ , or  $6 > 10$ . The result is incorrect. How shall it be interpreted? The process of the *plus* quantity destroying the *minus* quantity continued in both members, until it reached 2; then, it ceased in one, but continued in the other until it reached 6. Cancellation ceased *sooner* in the right member than in the left; and, consequently, a greater aggregation of units appears in the right member. Hence the inequality subsists in a *contrary* sense. Which will destroy the greater number of *plus* units  $-6$ , or  $-2$ ? Evidently, the former: therefore it is the greater.

When Z. T. affirms that  $-2$  is greater than  $-6$  in its algebraic sense, what more is meant than this: it is so because the books say so? To my mind, *algebraic sense* becomes *algebraic nonsense* when it (algebraic sense) proves the existence of quantities *less than nothing*.

I think that Z. T. is not correct when he asserts that my illustration of men traveling south of the Equator is used 'not in its algebraic sense'. Distances south of the Equator, combined or not combined with distances north of the Equator, are used in their *algebraic sense*. They may be used as *additive* or *subtractive* quantities, and nothing more may be intended.

What does Z. T. mean when he says that 'the minus sign is regarded as a symbol of interpretation'?

J. V. N. STANDISH.

## EDITOR'S TABLE.

### EDITOR'S CHAIR.

THE NINTH ANNUAL MEETING OF THE ILLINOIS STATE TEACHERS' ASSOCIATION.—It gives us special pleasure to speak of this really delightful meeting. It was feared that the troubles which beset our nation and carry so much disturbance into almost every kind of business would operate disastrously upon the teachers, and prevent a general attendance. As almost all the regular officers had gone to the war, it seemed at one time as if no meeting would be held, as preparation could not be made for it. But it was not to be that either of the above causes should prevent this annual convocation. The worthy County Commissioner of Winnebago County, Alex. Kerr, with Messrs. Lyon, Freeman and Blackmer, the active

and efficient school-men of the city of Rockford, were equal to the emergency. They took hold of the business as an executive as well as local committee; and they, as well as we, may well be proud of their success. The weather was remarkably fine, except the last day, when it rained severely: yet from the opening to the close it was attended by one of the largest, perhaps altogether the largest, and most appreciative audience ever assembled in a Teachers' Association in this state. The audience was remarkable for its intelligence and the self-respect exhibited in its quiet and dignified demeanor, and its attention to and interest in all the operations of the Association — a striking contrast with some of its former meetings.

The exercises, although prepared within a very brief time, were remarkable for their excellence and practicalness. Not one of those who had a place on the programme failed to take his place when called: this, too, is a pleasant contrast with former meetings.

Another distinguishing feature of this Association was the universal kindness, courtesy and good humor which was manifest without a single exception throughout all the proceedings.

The exercises were interspersed with music, led by Mr. Tillinghast, and with exercises in physical development by Mr. Haskell, a pupil of Dr. Lewis, of Boston.

The little city of Rockford did credit to itself for the kind reception furnished the teachers. We made some very pleasant new acquaintances and renewed some old ones. The only regret we had was that our Association had not been convened in that beautiful place in summer, when we could have enjoyed the beautiful scenery in connection with the place and the river, on both sides of which it lies. We strolled into the office of Adams & Blackmer, where we found a cord or so of Adams & Blackmer's School Registers, which will ere long be scattered through all the state.

The Association wound up its delightful session by a levee at the Rockford Female Seminary, where they were met by a crowd of pretty girls, who, with the occasional assistance of Mr. Tillinghast, Mr. Griffith, and Prof. Wilber (who was after a specimen), caused us to pass a very pleasant evening.

We should say a commendatory word concerning Rockford schools, but at present our time and space forbid.

THANKS.—We thank our neighbors of the *Weekly Record*, Aledo, for the kind notice of our educational journal. We shall make every effort to deserve the good wishes and respect of our contemporaries, and nothing gives us more pleasure than the recognition of our efforts in behalf of popular education.

LETTERS.—We have received a considerable number of letters recently soliciting information concerning vacant schools, and requesting our influence, etc., in securing situations as teachers. As a number of these are from entire strangers, and the return postage unpaid, we take this means of answering them.

We have very few applications for teachers. Occasionally one has been sent to us, and if it happened just at that time that some person whom we knew to possess the requisite qualifications was wanting a situation, we would make the recommendation; otherwise we would not. It would require recommendations of no ordinary merit to induce us to speak favorably of those whom we have never seen, and know nothing of except from their papers. Recommendations are too readily procured by persons wishing to teach to be of much value. A well-written letter, distinguishable for its legibility, its correct orthography, its grammatical accuracy, its neatness, and its postage-stamp inclosed, is a better recommendation than nine-tenths of the papers that are usually shown as evidence of qualification to organize, govern and teach a school. Some of the letters we have received are very faulty in the points enumerated, and are sufficient of themselves to condemn the authors, and if possible keep them out of the school-room in stead of putting them in as teachers.

SCHOOLS AND EDUCATION IN ILLINOIS.—We have received a lengthy communication on the 'Schools and Education of Illinois', which the author says he

would be pleased to have published, but if publication is denied, that fact could be made known to him in the *Teacher*.

We can only afford a synopsis of the article, since it is too long to give entire. The author starts out with a very deserved eulogy upon the value of education, and the necessity of a thorough system of public schools, to secure the public welfare. The personal advantages derived by the poor from the free schools are dwelt upon with laudable enthusiasm.

But while feeling a just pride in the enterprise and intelligence of the Prairie State, and in her noble system of schools, he deprecates some serious faults. "There are many drawbacks," says he, "many little causes that tends to check its progress, at different times and in different places throughout the length and breadth of our State. What all these causes are would be supererogatory to state. We think, however, that we can assign a reason for the principal causes that so much retards the progress of our system of education. Our people are too selfish, they have too much Jealousy."

After deprecating the evil influence of the general love of the Almighty Dollar, which the 'jealousy' of our people prevents expending in education, he says "The child of poverty learns the alphabet of jealousy in the figures of its calico dress, and he who is born with a golden spoon in his mouth looks through a green glass at the babe with a crown on its head. In the nursery of the school and at college, in the counting room and at the forum, on the stump and in the pulpit, the seeds of jealousy are constantly sown and nourished, the green sprouts run out with stings like the chapparal of Mexico, the foul birds of passion and prejudice nestle and breed under its dark shadow, and the slimy reptiles of hate and revenge rattle and crawl at its roots."

Many more passages of equal strength might be quoted in confirmation of the correctness of the writer's opinion. Speaking of colleges, academies, and private schools, he remarks with great felicity and justness "We have, however, numbers — hundreds of private schools whose teachers, too ignored to do any thing else, and to indolent to learn, take to teaching school as a means for eking out their living. Many of them too guilty, by habit, of all the vices incident to loafership. They drink to beastlings whenever they can get liquor."

There are many severe strictures upon those engaged in the teaching of our youth, some of which we have been exceedingly sorry to hear. The subject of sham examinations is handled with masterly skill. The good teachers are, we fear, sadly overlooked, when their merits are contrasted with those who make show their only object. The paper is full of thought, but, unfortunately, too long to publish.

DIAGRAMS.—Our suggestion that some one should come to the rescue of the system of instruction in grammar by diagrams has met with a warm response from a number of writers. The general bearing of the arguments has been the same in most of them; several were carefully prepared and some were not. We selected one for the January number, which seemed to embody the arguments in favor of this method. In this number the writer of the original article replies to our January correspondent.

We would suggest to those who discuss the merits of systems of instruction that the object of discussion should be to arrive at truth, to learn the *best way*: and he who diverges from legitimate argument and seeks to awaken or stimulate prejudice by an allusion to persons and things foreign to the subject only betrays the weakness of his side of the question, or the inability of himself to sustain it. To secure the laugh is not always the evidence of success in controversy, nor is the use of personalities the most conclusive argument in favor of truth. We wish our friends to preserve their dignity in their discussions, that neither passion nor prejudice may lead them or us to arrive at wrong conclusions.

AMERICAN HOUSE, ROCKFORD.—If any of our friends have occasion to visit Rockford, we advise them to stop at the American House, on the East side of the river. They will find a good table, clean beds, and close attention paid to their wishes. We tried it at the State Meeting, and know. Edwin A. Bigelow is the proprietor.

B.

**GEN. HOVEY WOUNDED.**—Brig.-Gen. C. E. Hovey, at the battle of Arkansas Post, received a wound in the right arm near the elbow joint, producing a slight fracture. At last accounts he was doing well, and was able to attend to business.

**TEACHERS' CERTIFICATES REQUIRE STAMPS.**—We would direct attention to the following letters concerning the stamp duty upon Teachers' Certificates. Such certificates are not valid unless the stamp is properly affixed and cancelled, and the party issuing such an unstamped certificate is liable to a heavy penalty.

School Commissioners will see to it, and not get into trouble.

MORRIS, ILL., January 5, 1863.

EDITOR ILLINOIS TEACHER: By publishing the inclosed you will gratify many teachers.

Yours, etc.,

E. SANFORD,

School Commissioner Grundy County.

TREASURY DEPARTMENT, OFFICE OF INTERNAL REVENUE, }

Washington, December 31, 1862.

SIR: Your letter of the — instant, inclosing form of Teacher's Certificate, upon which you ask a decision as to its liability to stamp duty, has been received. In reply, I would state that such form clearly comes within the meaning of the law concerning 'certificates', and must bear a general certificate (10-cent) stamp to make it valid. Respectfully,

GEO. S. BOWTWELL,  
Commissioner.

To E. SANFORD, Esq., School Commissioner, }  
Morris, Grundy County, Ill. }

**PARSON BROWNLOW IN OTHER DAYS.**—The following, clipped from an old paper, shows how Mr. Brownlow dared speak in other days. It was written, as will be seen, when Gen. Taylor was running for President, and it is worthy of note that Mr. B. has well withstood the influences brought to bear upon him. B.

Parson Brownlow, editor of the *Jonesborough Whig*, Tennessee, thus replies to a circular sent him by citizens of Charleston, S. C., suggesting a convention of the slaveholding states, and asking his cooperation:

"I regard your proposition for a 'Convention of the Slaveholding States', together with an expressed determination to 'resist at all hazards' what you are pleased to style 'the aggressions of the Free-Soil Faction', as a revolutionary movement, having for its object the dissolution of the Union, and as such I throw it back upon you with feelings of indignation and contempt.

"I am a Southern man, with Southern principles, and will ever be found true to Southern interests, unless the South, in an evil hour, should consent to be led by John Calhoun Calhoun, whom Gen. Jackson sought to hang for treason and rebellion during his Presidential reign.

"In conclusion, gentlemen, my advice to you, and the citizens of South Carolina whom you represent, is to abandon your mad schemes of Nullification and disunion, and to submit as quiet and peaceable citizens to the Laws and Constitution of your country. In obedience to injunctions of Holy Writ, 'obey them that have the rule over you', and 'be at peace among yourselves'.

"If Gen. Taylor is the man I take him to be, and you urge your treasonous scheme of disunion, he will carry out the measures Gen. Jackson set on foot among you—he will hang some of your leaders, and subdue the rest of you at the point of the bayonet. He will send among you the same sterling Whig, Winfield Scott, at the head of our Regulars, who made his appearance in the harbor of Charleston, in 1822, under orders from Andrew Jackson."

**ENGLISH AND AMERICAN SCHOOL-GIRLS.**—Anthony Trollope, in his new book on America, thus speaks of our school-girls: "I do not know any contrast that would be more surprising to an Englishman, up to that moment ignorant of the matter, than that which he would find by visiting, first of all, a free school in London, and then a free school in New York. The female pupil at a free school in London, as a rule, is either a ragged pauper or a charity girl; if not degraded, at least stigmatized by the badges and dress of the charity. We Englishmen know well the type of each, and have a fairly correct idea of the amount of education which is imparted to them. We see the result afterward when the same girls become our servants, and the wives of our grooms and porters. The female pupil at a free school in New York is neither a pauper nor a charity girl. She is dressed with the utmost decency. She is perfectly cleanly. In speaking to her you can not in any degree guess whether her father has a dollar a day or three thousand dollars a year. Nor will you be able to guess by the manner in which her associates treat her. As regards her own manner to you, it is always the same as though her father were, in all respects, your equal."

**CURIOSITIES OF NATURE.**—Among the papers published in costly style by the Smithsonian Institution at Washington, is the microscopic plants and animals which live on and in the human body. It describes quite a number of insects. The



animal which produces the disease called itch is illustrated by an engraving half an inch in diameter, which shows not only the ugly little fellow's body and legs, but his very toes, although the animal himself is entirely invisible to the naked eye. When Lieutenant Berryman was sounding the ocean preparatory to laying the Atlantic telegraph, the quill at the end of the sounding-line brought up mud which, on being dried, became a powder so fine that, on rubbing it between the thumb and finger, it disappeared between the crevices of the skin. On placing this dust under the microscope, it was discovered to consist of millions of perfect shells, each of which had a living animal.

**OUR ADVERTISING SHEET.**—In our advertising sheet this month will be found several new pages, which the readers of the *Teacher* will do well to examine carefully. A. A. Griffith, who gave a reading-exercise at the late meeting of the State Association, announces his readiness to make engagements to give instruction in Elocution. Clarke & Co., of Chicago, advertise 'New Improved School Desks', which are highly recommended by those who have examined and used them. Our old (not *aged*) friend Sherwood gives descriptions and recommendations of his new Ink-Well, Writing Speller, and Speller and Pronouncer, all of which have already received the approving notice of the *Teacher*. P. T. Sherlock advertises Warren's Series of Geographies, which are extensively used in all parts of the country, including Chicago and other prominent cities in our own state; also the 'Silver Lute', a new music-book for schools and classes, of which special notice will be found on another page. New editions of Brown's Grammar, a notice of which will be found in our Book Table, are advertised by the publisher. While examining these new advertisements, the reader will please not pass unnoticed the pages of S. C. Griggs & Co., and W. B. Smith & Co.: these are not new simply because the old ones are good enough.

#### LOCAL INTELLIGENCE.

**DECATUR**—Mr. C. C. Burroughs, School Commissioner of Macon County, gives a summary in the *Decatur Gazette* of his observations in a recent visit to the schools of that city. Not long since we remember the schools of Decatur spoken of with a considerable degree of disrespect, and it gives us special pleasure to record that a change has taken place which is not only commendable to the teachers but to the citizens also. The highest department of the schools is now spoken of as very creditable. The superintendence is intrusted to Mr. Gastman; his assistants are Mr. Bigelow, Miss Mackey, Mrs. Murphy, Mrs. Park, Miss Wilder, Mr. Hatch, Miss Butts, Miss Allen, and Miss Mitchell; the last a graduate of our State Normal University.

**CARROLL COUNTY TEACHERS' INSTITUTE.**—The Carroll County *Weekly Mirror* comes to us with two columns and a half of interesting details of the meeting of teachers, Dec. 22, 1862, at Mt. Carroll. The exercises consisted of the ordinary exhibitions of methods of teaching, government and discipline, interspersed with good music, and animated discussions. We have not space for the proceedings in full, and are sorry that we have not been furnished with a good synopsis, as we hoped we would be. The Institute was in session three days. The officers are Nelson Fletcher, President; Miss Louisa Bartholomew, Vice-President; and Charles W. Lilley, Secretary.

**ROCK ISLAND COUNTY TEACHERS' INSTITUTE.**—The second annual meeting of the Rock Island Teachers' Institute was convened at the call of the County Commissioner, Charles M. Hardy, in the High-School building, Rock Island, Nov. 22, 1862. The following officers were elected for the ensuing year: President, C. M. Hardy; Messrs. Shattuck, of Moline, and Dickey, of Port Byron, were chosen Vice-Presidents; A. M. Gow, Secretary; and Jas. M. Gow, Treasurer. The Institute adjourned to meet at the call of the committee.

**LOCAL INSTITUTE AT STERLING, WHITEIDE COUNTY.**—Last November several teachers of Sterling, Emper, and the surrounding schools, organized a sort of temporary association for the winter. The programme for each meeting is read at the previous one, so that teachers appointed for drills may prepare. We meet every two weeks on Monday night, the session lasting from seven till nine. We also sit with closed doors, so that all our blunders may be confined to the privacy of the profession. At the next meeting Miss Hosmer is to have a juvenile class of big teachers in Geography; W. W. Davis, a recitation in Reading; and Miss Brown, an Essay. D.

**CLINTON COUNTY.**—The teachers of Clinton County held a meeting on the 10th of January, preliminary to the organization of a County Association.

POPULATION OF CHICAGO.—The following table shows the result of the census completed Nov. 1, 1862, taken by order of Comptroller Hayes:

SOUTH DIVISION.			
	Total Inhabitants.	Whites under 21.	Colored.
First Ward .....	12,213	4,257	135
Second Ward .....	14,522	4,703	641
Third Ward .....	8,527	3,003	541
Fourth Ward .....	7,018	2,620	74
Total .....	42,280	14,583	1,391
WEST DIVISION.			
Tenth Ward .....	21,699	9,784	18
Fifth Ward .....	14,778	6,011	78
Sixth Ward .....	19,488	8,713	77
Total .....	55,965	24,508	173
NORTH DIVISION.			
Seventh Ward .....	23,221	10,431	9
Eighth Ward .....	6,616	2,622	35
Ninth Ward .....	5,686	2,372	6
Total .....	35,523	15,425	50
Total in City Limits .....	133,768	54,516	1,614
			Tribune.

PLOWING ON CHRISTMAS-DAY.—We saw about a dozen teams at work before the plow on Christmas-day. Our farmers are evidently redeeming the time. About five years ago some plowing was done in every winter and spring month in the neighborhood where we then resided. If memory serves, we had a good crop the season following. Rockford Register.

LOMBARD UNIVERSITY.—Prof. Standish thus writes: "Lombard University is enjoying a good degree of prosperity, notwithstanding she has sent her proportion to the war. We number as many students as we did last year, and still they come."

CHICAGO.—The regular monthly Institute was held on Saturday, January 10. The exercises were—Singing by the Institute; the Paper by the Skinner School; a Lecture by Mr. Jameson; and, after recess, Section 1 had an exercise in Physiology, by Miss Lewis, of the Scammon School. Section 2. Dictation Exercise, Miss Hafl, of the Moseley. Section 3. Plants, (continued) Miss Gould, of the Dearborn. Section 4. General Qualities, Miss Austin, of the Ogden. Section 5. Cards, Miss Warner, of the Jones.

The different sections elected their presiding officers for the term, as follows:

Section 1. Mr. Woodard. Section 2. Miss A. L. Barnard. Section 3. Miss C. C. Fox. Section 4. Miss S. J. Merriman. Section 5. Miss A. E. Trimmingham.

The Board of Education have organized two night schools, one for each sex. They are held in the Dearborn-School building, which has been fitted up with gas-fixtures, etc., for the purpose. The school for males is held on Mondays, Wednesdays, and Fridays, and is under the charge of Messrs. Woodard and White, assisted by Messrs. Lane, Cutler, and Noble, and Misses Phillips, Warner, and Sherman, the last having charge of the books. This school opened January 7 with 80 scholars, and increased steadily until, on the fifth evening, 200 were enrolled. They vary in age from twelve to forty, and are represented as remarkably earnest and attentive.

The school for females is under the charge of Messrs. Merriman and Spafford, assisted by Misses Cooke, Austin, and Van Patten. This school commenced January 8, with 35, and increased to 88 at its fourth session. B.

COOK COUNTY.—The teachers of the southern part of Cook County had a very interesting meeting at Blue Island, on Saturday, January 10.

The Association was called to order at 11 o'clock A.M. H. D. Dix chosen President, P. Atkinson Vice-President, and J. S. Granger Secretary.

After prayer, D. S. Wentworth, of Chicago, who was present by invitation, opened with an exercise in Reading. R. Welch followed with an address on Object Teaching, which was well received. An essay on Incentives to Study was then read by P. Atkinson; after which Alvin Robinson gave some sound practical views on Penmanship. A short essay on Physical Exercises, with practical illustrations, by the President, H. D. Dix, closed the forenoon session.

The afternoon session began at two o'clock. Geo. Little opened with an exercise in Arithmetic, which elicited a good deal of interest. P. Atkinson followed with a lecture on Electricity, illustrating the subject with numerous interesting experiments. An excellent lecture from D. S. Wentworth, on School Discipline, closed the exercises; after which the Association adjourned to meet at the Stone School-House, at Bachelor's Grove, on Saturday, Feb. 7th, at 10½ o'clock A.M.

J. S. GRANGER, Secretary.

MARRIED.—In Chicago, January 8, at the residence of George D. Broomell, by Rev. Arthur Swazey, Mr. DAVID VERNON to Miss JULIA R. GRAVES, of the Skinner School.

In Cambridge, Mass., January 8, Mr. EDWARD FRY, of Chicago, to Miss HARRIET S. NICHOLS, formerly of the Skinner School.

## NOTES AND QUERIES.

ANSWERS.—*Query 3.* (p. 133, vol. viii). The Kingdom of the Two Sicilies, now belonging to the Sardinian monarchy, obtained its name as follows: In 1720 the Island of Sicily was added to the Kingdom of Naples by Austria. But by the war of 1734, waged by France and Spain against Austria, the crown of Naples, with this appendage, was transferred to the infant Don Carlos, of Spain, who received the title of 'King of the Two Sicilies'. The term *Sicily* is applied to Naples as well as to the island, in consequence of the tradition that a people called *Siculi* inhabited the southern part of Italy, afterward passing over into Sicily and settling there. F. F.

*Query 4.* (p. 133.) The small china cup within the metallic vessel was protected from currents of air, and is a poorer radiator of heat than the dark metals; hence the water in the metallic vessel arrived at its maximum density and congealed first. This supplied all the conditions necessary for warming the water in the china cup, as water in passing from a liquid to a solid state gives to surrounding bodies considerable heat. F. F.

## APHORISMS, SELECTED BY CATHARINE SINCLAIR.

I. The observance of hospitality, even toward an enemy, is inculcated by a Hindoo author with great elegance. "The sandal, too, imparts its fragrance even to the ax that hews it."

II. "If a straw", says Dryden, "can be made the instrument of happiness, he is a wise man who does not despise it."

III. Campfort said of the ancient government of France: "It is a monarchy tempered by songs."

IV. It is not the bight to which men are advanced that makes them giddy; it is the looking down with contempt on those beneath.

V. Our greatest glory consists not in never falling, but in rising every time we fall.

VI. "A man's life", says South, "is an appendix to his heart."

VII. "No enjoyment," says Sidney Smith, "however inconsiderable, is confined to the present moment. A man is the happier for life from having once made an agreeable tour, or lived for any length of time with pleasant people, or enjoyed any considerable interval of innocent pleasure."

Propos to the first of the above is the following gem, quoted by Sir William Jones from the Persian poet Sadi:

"The sandal-tree perfumes, when riven,  
The ax that laid it low;  
Let man, who hopes to be forgiven,  
Forgive and bless his foe."

When the modern Jew builds a house, he is obliged by the Rabbis to leave some part of it incomplete, that he may more constantly remember the present condition of Jerusalem and the temple. He must leave a square cubit, at least, of the wall free from lime, and write upon it some Hebrew inscription, and usually the words which signify 'A memorial of desolation'.

We came across this exquisite little poem a while ago, and have been trying to find the author. Will some body tell us?

## THE CHILDREN'S TIME-PIECE.

Now Summer dons her golden robe;  
Its gray and half-transparent globe  
The dandelion rears again  
From the green meadow's rolling main.  
Now when the brown and purple grass  
Is yellowed by the king-cup's flowers,  
The children pluck the rank green tubes,  
And blow the down to count the hours.

When birds their lulling spring-song cease,  
And Summer 'gins her reign of peace;  
When meadows turn a sunny brown,  
And mowers leave the dusty town;  
When now the sorrel-plumes turn red,  
And brave the hot flushed summer wind;  
When brawny laborers rest from toil,  
And grateful hedgerow shelter find;  
Then children pluck the cob-web flowers,  
And blow the down to count the hours.

And who wrote this?

## NIGHT.

How beautiful this night! the balmy sigh  
Which vernal zephyrs breathe in evening's ear  
Were discord to the speaking quietude  
That wraps this moveless scene. Heaven's ebon vault,  
Studded with stars innumerable bright,  
Through which the moon's unclouded grandeur rolls,  
Seems like a canopy which love has spread  
Above the sleeping world.

QUERIES.—7. What is meant by the expression 'A Roland for an Oliver'?

8. Upon what principle does the action of the syphon depend?

9. Was there ever such a person as Ossian, or was 'Ossian's Address to the Sun' written by an unknown hand, the name Ossian being assumed?

## NOTICES OF BOOKS, ETC.

**BROWN'S SMALL GRAMMAR**, improved. The First Lines of English Grammar, designed for young learners. By Gould Brown, author of the Grammar of English Grammars. A new edition, with exercises in Analysis and Parsing. By Henry Kiddle, A. M. Pp. 122. New York: Wm. Wood, 61 Walker street.

**THE INSTITUTES OF ENGLISH GRAMMAR**, methodically arranged. A new stereotype edition. By Gould Brown. New York: S. S. & Wm. Wood.

When we take up these books they appear as old friends, reviving many pleasant memories and cherished associations. We knew, as we then thought, a great deal of English Grammar, which was derived for the most part from Brown's Grammar. This work has borne the test of time and the school-room. We will not speak of it or any other as a perfect book, but we do know that good speakers and writers have been taught by this text book. To keep up with the progress of the times, considerable matter has been added to the original work, upon the subject of Analysis of Sentences, which of course adds to its original value. The Grammar of English Grammars is the Grandfather of Grammars: a very voluminous compilation of grammatical facts and truths. For further information consult the advertisement and the publishers.

**A TEXT-BOOK ON PENMANSHIP**, containing all the established rules and principles of the Art; for Teachers and Pupils. By H. W. Ellsworth. Pp. 232. New York: D. Appleton & Company.

We have examined this book with much satisfaction. It is just the thing we have wanted for a long time. There is much that is very valuable in it for the teacher. We do not know any book of the kind recently published. Those who have difficulty in imparting instruction in penmanship will be benefited by a perusal of this book. In addition to the matter on penmanship, it contains some valuable information on Letter-Writing and Punctuation, etc., which is of great practical value.

**A MANUAL OF ELEMENTARY INSTRUCTION**; containing a graduated course of Object Lessons. By E. A. Sheldon, Superintendent Public Schools of Oswego, New York, assisted by Miss M. E. M. Jones and Prof. H. Krüsi. New York: Chas. Scribner, 124 Grand street. A copy of the book will be sent per mail, prepaid, by the publisher, on receipt of the price, \$1.50.

There is no subject which so much engrosses the minds of those who teach children at the present as 'Object Lessons'. The danger now is that, in stead of being neglected or overlooked, it will be made a hobby by the uninformed and unintelligent, and that in stead of doing good it will accomplish harm. The design of the above book is to give a correct idea of the development system: to exhibit its mode of operation, both as to the means and ends to be attained. The authors of this book have had especial facilities for the working-out of their plans; and the system in their hands has had perhaps a greater degree of success than in any others' in this country with whom we are acquainted. Teachers who desire to acquaint themselves with the plan as exhibited and worked out in the Oswego schools should get the book; but no one must suppose he can put the same system in practice without a considerable special preparation for the purpose. We advise all to get the book.

**PRACTICAL ARITHMETIC**; embracing the Science and Application of Numbers. By Charles Davies, LL.D. Pp. 336. New York: Barnes & Burr.

This is, we think, the best Arithmetic yet published by Dr. Davies. There are a great many improvements upon the former edition, both in the arrangement and matter. We think the value of the series greatly enhanced by this book. In type and general appearance it is superior to its predecessor.

**THE SILVER LUTE**, a new singing-book for Schools, Academies, and Juvenile Classes. By Geo. F. Root. Chicago: Root & Cady, 95 Clark street.

Our associate musical editor pronounces this to be a very fine collection; and we, as in duty bound, say amen. It was used by the State Teachers' Association in the musical exercises conducted by Mr. Tillinghast. It contains much that is suitable for the school-room.

**LECTURES ON MORAL SCIENCE**, delivered before the Lowell Institute, Boston, by Mark Hopkins, D.D., LL.D., President of Williams College. Pp. 304. Boston: Gould & Lincoln. New York: Sheldon & Co. Cincinnati: Geo. S. Blanchard.

We have not had time to examine this work critically, but from a hasty perusal have been favorably impressed with it. The reputation of its author bespeaks for it a high commendation.



FIRST REPORT OF THE COOK COUNTY SCHOOLS. By the School Commissioner, Jno. F. Eberhart. Pp. 35.

We wish every teacher in the state had a copy of this model Report. It is one of the most comprehensive and at the same time the most concise reports it has been our pleasure to peruse. The schools of Cook County must be materially benefited by the good, sound, practical, common-sense suggestions of the commissioner. One of the signs of progress in educational matters is that seen in Cook County, where there is a special committee on education in the Board of Supervisors. We wish every board felt as deep an interest in educational progress. As an evidence of their appreciation of the Report of Commissioner Eberhart, they ordered that 3000 copies should be printed for distribution. We consider that a good investment.

COMMON SCHOOLS OF CINCINNATI. Thirty-third Annual Report, for the year ending June 30, 1862.

We have not had time to examine this Report as carefully as we desire, but we hope to give it a thorough study, as there are many statistical matters which we hope to bring before our readers during the coming year which will be of great value. Will the person who sent the Report accept our thanks?

REPORT OF THE SUPERINTENDENT OF EDUCATION FOR LOWER CANADA, FOR 1861, is on our table.

It is a large volume, and contains much valuable matter. Will the sender accept our thanks?

WAUKEGAN, ILL., Dec. 5, 1862.

MR. GOW. DEAR SIR: In a separate package I send you a sheet of copies designed for the use of the country teacher, to be cut into slips, distributed to the scholars during the writing-exercise, collected at the close of the writing-hour, and thus used throughout the term.

Undoubtedly the most convenient method for the teacher is for scholars to buy the writing-book with copies prepared at the top of the page; but the teacher in the back country district is expected by the patrons of the school to 'set the copies', which are often written in haste, generally imperfectly, and thus copied by the scholars to their disadvantage.

To save the time and labor of the teacher, and give the scholar a uniform style of writing, these slips are prepared, and furnished, the entire set in the sheet as you see them, for 25 cents.

Yours truly,

TILDS. E. HILL.

We received the sheet of Lithograph Copies, and think them well adapted to the purpose for which they are designed. Such slips would be preferable to the ordinary copies prepared by teachers.

HAINES'S LEGAL ADVISER comes to us with a new dress, and in part a new name. This is a paper devoted to the interests of the Legal Fraternity, though it is not so exclusive that it can not speak a very kind word now and then for the *Illinois Teacher*. We wish the *Legal Adviser & Citizen's Review* a prosperous new year.

#### THE INDEPENDENT.

This weekly Religious, Literary, and Family Journal, edited by Rev. Henry Ward Beecher, Rev. Joshua Leavitt, D.D., and Theodore Tilton, having a circulation, it is stated, more than double that of any similar newspaper in the world, gives notice in its issue of the first of January that its subscription price will not be increased, nor its size diminished—that the same terms, viz., Two Dollars per Annum, will be continued, notwithstanding the great advance in white paper. The same array of distinguished contributors, including Harriet Beecher Stowe, Rev. Messrs. Hatfield and Cuyler, Horace Greeley, Whittier the Poet, and others, also a Sermon by Mr. Beecher, will continue to enrich its columns.

THE SCIENTIFIC AMERICAN.—This valuable publication commenced its Eighteenth year with the first of January. It is published weekly, and every number contains sixteen pages of useful information, and from five to ten original engravings of new inventions and discoveries, all of which are prepared expressly for its columns. From the prospectus of the publisher we take the following extracts:

"No person engaged in any of the mechanical or manufacturing pursuits should think of 'doing without' the *Scientific American*. It costs but six cents per week; every number contains from six to ten engravings of new machines and inventions, which can not be found in any other publication. The *Scientific American* is indispensable to every inventor, as it not only contains illustrated descriptions of nearly all the best inventions as they come out, but each number contains an Official List of the Claims of all the Patents issued from the United States Patent Office during the week previous; thus giving a correct history of the progress of inventions in this country. We are also receiving, every week, the best scientific journals of Great Britain, France, and Germany; thus placing in our possession all that is transpiring in mechanical science and art in these old countries. We shall continue to transfer to our columns copious extracts from these journals of whatever we may deem of interest to our readers. A pamphlet of instruction as to the best mode of obtaining Letters Patent on new inventions is furnished free on application. The *Scientific American* will be found a most useful journal to Chemists, Architects, Millwrights, and Farmers. All the new discoveries in the science of chemistry are given in its columns, and the interest of the architect and carpenter are not overlooked; all the new inventions and discoveries appertaining to these pursuits being published from week to week. Useful and practical information pertaining to the interests of millwrights and mill-owners will be found in the *Scientific American*, which information they can not possibly obtain from any other source. Subjects in which farmers are interested will be found discussed in the *Scientific American*; most of the improvements in agricultural implements being illustrated in its columns."

Terms—Three dollars a year, or one dollar for four months. Published by Munn & Co., 37 Park Row, New York.

## TERMS OF ADVERTISING IN THE ILLINOIS TEACHER.

The annexed table shows the rates of advertising in the *Teacher*. Bills will be made out against yearly advertisers, and payment expected, twice a year—in the months of June and December. Advertisements inserted for parties who do not advertise with us regularly must be paid for on the expiration of the time for which they are ordered. Advertisers should in all cases state how many insertions are desired and how much space they wish to occupy; otherwise, their advertisements will be displayed according to the taste and judgment of the printers, continued till forbid, and bills be rendered accordingly. No advertisement will be counted less than  $\frac{1}{4}$  page. All material alterations of standing advertisements will be charged for at the rate of \$2 per page.

	1 mo.	3 mos.	6 mos.	1 year.
1 page...	\$8.00	\$20.00	\$35.00	\$60.00
$\frac{1}{2}$ page...	5.00	12.00	20.00	35.00
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
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# ILLINOIS TEACHER.

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VOLUME IX.

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NUMBER 3.

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## COMMON-PLACE BOOKS.

EXTRACT FROM LECTURE BY PROF. J. D. BUTLER AT ROCKFORD.

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[THE aim of Prof. Butler was to induce teachers not only to buy, but to persevere unto the end in daily labor upon, what the lecturer said that, for the lack of a better name, he would call *Common-place Books*, on the ground that such books had been thus kept by a long line of eminent scholars, but chiefly because common-placing is a habit which, if used as not abusing it, will, beyond any other expedient, help to retain knowledge, approve itself the mother of accuracy and order, fertilize fancy, correct error, quicken curiosity, widen its scope, and give kingly command over all one's havings. All these positions were sustained and illustrated by considerations so manifold and diversified as to prove that true of the speaker which he said Dr. Johnson had remarked concerning the author of *Hudibras*, viz: "Butler had a common-place book in which he had repositied such similitudes, allusions, assemblages, or inferences, as occasion prompted or inclination produced; those thoughts which were generated in his own mind, and might be applied to some future purpose."]

To but one more of the advantages resulting from devotion to common-placing will I now advert, and that is the aid that will be thus ministered whenever you have need to recall, and recreate, what you have learned; summoning into the living present whatever, on any given point, you have ascertained in the dead past. "Without such a remembrancer", says Johnson, "recollection or information will come too late for use." "Knowledge", says Carlyle, "which wants an index wants every thing." For lack of it you have consumed whole days in a wild-goose chase for a passage to which it would have given you a clue in a moment; for

"When index-keeping turns a student pale,  
It holds the eel of science by the tail.  
As the table wherein all your thoughts  
Are visibly characterized and engraved  
To lesson you,"

it will unroll, as on a map, all the provinces of knowledge you have ever explored, so that, in Bacon's words, "you will have salt-pits, or salt-cellars, that you can extract salt out of and sprinkle where you will," and that to more purpose than throwing salt on the tails of pigeons. Your birds shall be in the hand, not in the bush. Thus you will seldom lack any ingredient needful to concoct a bowl of intellectual punch,

"Where strong, insipid, sharp, and sweet,  
Each other duly tempering, meet :  
A little sugar to make it sweet,  
A little lemon to make it sour,  
A little water to make it weak,  
And a little whisky to give it power."

Of course I mean teetotaler's punch — "The good champagne-y old particular brandy punch — of — feeling."

Once, having occasion to publish proofs how valuable antique medals and coins are for illustrating language, customs, dress, and all history, I accomplished my object in one single day, thanks to my save-all record, better than I otherwise could have done in a month. How was this? Why, while reading Gibbon, some years before, I had entered by chapter and note, in my book of memory, a nugget from every placer I mined; that is, every instance in which his Decline and Fall is, from first to last, elucidated by coin or medal.

In other cases, more than I can number, have I found the words of Fuller true, that "a common-place book contains many notions in garbison, whence the owner may draw out an army into the field." Nay, what is it but the whistle of Roderick Dhu in the solitary forest, which we read of in the Lady of the Lake?

"He whistled shrill,  
And he was answered from the hill.  
Instant, through copse and heath arose  
Bonnets, and spears, and bended bows;  
That whistle manned the lonely glen,  
At once, with twice five hundred men."

Promptness is power. Where is not prompt knowledge in request? I never saw a man out of work, who was ready to communicate, and had said of learning (what ladies say of secrets), that if it were offered him on condition he should keep it all to himself he would not take it.



Promptness is power. Ready money commands good interest. What a little thing is a cannon-ball compared with the battering-ram! but it is prompt, shattering that it may reach and shattering what it reaches; and just because it works in hot haste, like the thunderbolt outrunning the thunder, it has superseded the battering-ram, the old-fogy monarch of sieges.

"Little fellow!" said Goliath to David, "how much do you weigh?" The stripling's answer was "Ordinarily I weigh one hundred and twenty; but whenever I get mad I weigh a ton, every ounce of it." When mad he was nimble, and hence his sling-stone outweighed the spear huge as a weaver's beam.

Promptness is power — (*ὁ ταχὺς ἰσχυρὸς ἐστίν*). The wheel of fortune rolls, but the prompt man is agile enough to keep on the top of it all the while. Primaries fail; substitutes are called for who can furnish, if not what is best in itself, yet their little utmost, the best they have, on the spur of the moment, prompt as a Caudle lecture.

No year will elapse at some emergency in which you will not be more than yourself, if you can collect your whole knowledge of some subject as readily as you can double up your fingers into a fist, and can express yourself, not as enabled by the mercies of a moment, not extempore — that is too often *extrumperry*, — but *ex omni tempore*; *non ex præsentī tempore, sed ex omni tempore*; bringing out of your treasure (not merely the froth of your beer, but the body of it) things new and old; things new like the latest telegram; things old, like good wine, which the longer it is kept the better it grows; and all condensed, like light in a flash. He who thus holds his knowledge in hand resembles that punny constable in Boston who arrested Heenan, and when the giant threatened to flog him cowed the Herculean man by saying "Whip me! then you will whip the Commonwealth of Massachusetts." No thews and sinews could stand before you, did your past studies thus back you up. But they do not.

You have, for instance, to prepare for a debate. You are assured that you have known something bearing on the matter now in hand; but your knowledge, like sleep, eludes your grasp, and dodges you the more the more you seek it, and the more you need it, till you feel like the man who, coming home drunk, and when, groping at his door in the dark, he finds no opening for his night-key, swears some scoundrel has stolen the very key-hole. No idea can you feel sticking up, like a rabbit's ears, for you to seize; nothing at your fingers' ends

"Like the lock in the Koran to Musselmans given,  
For the angel to hold by that lugs them to heaven."

The reason is that the handles of thought, like the hair of time in

the primer, are all forelocks, not a hindlock to be seen. In the hour of need, where are your facts and arguments? They are water spilt upon the ground. The keen demand, the clear reply, the fine poetic image, the grasp of concentrated intellect wielding the omnipotence of truth,—where are they? Gone, glimmering in the dream of things that were; gone, as those who move out west fade from eastern memories; gone, like that glorious nibble in the trout-hole, when you failed to pull your hook in the nick of time. You set your mill a running, but there is no grist in the hopper. How can you, then, turn out flour? You will as soon cooper up a new barrel out of an old bung-hole, or hatch chickens from eggs of chalk.

“You beat your pate, in hopes that wit will come;  
Knock as you will, there 's no body at home.”

He who never saves will never have. Even when your knowledge comes to hand, it resembles the crop that grew where a farmer had sowed wheat, corn and beans all mixed together, and so is confusion thrice confounded. When the debate is over your information and ideas come flocking around you, and are about as welcome as the doctors who come to the funeral of your best friend, only to tell you that they have just discovered how he might have been cured, so that he had no business to die.

Is there any thing more heart-breaking than to be tantalized by knowledge always ready, like too many friends, and umbrellas, except when wanted? Abound, then, in notes of preparation. Being forewarned, be forearmed. “Go to the ant, thou sluggard, consider her ways and be wise; which, having no guide, overseer, or ruler, provideth her meat in the summer, and gathereth her food in the harvest.” Go thou and do likewise. Stow so as to unlade,—

As warlike arms in magazines we place,  
All ranged in order and disposed with grace;  
Not thus alone the curious eye to please,  
But to be *found*, when need requires, with ease.

Hast thou a thought on thy brain, catch it while thou canst,  
Or other thoughts shall settle there, and this shall soon take wing.

Ideas are customers: you must wait on them as soon as they come, or they will be gone to your rival, who will. However we may differ concerning the fugitive-slave bill, let us be unanimous for a fugitive-thought bill. Hurrah for a bill to detect, apprehend, and hold in custody, runaway thoughts. Seize then the fugitives! chain them in a coffle.

Fast bind, fast find.  
Since losers are sneakers,  
Let finders be keepers.



# Elements and Principles of Letters.

See chapters 6 and 7.

## Elements.

Upright line and down

Modified forms

Max. Angle 50°  
Angle of ascending line 35°

## Combination of Elements.



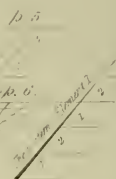
## Principles of Small Letters.

The loops are <sup>2</sup>3 the length of the 5<sup>th</sup> and 6<sup>th</sup> Prin's.  
For Scale of lengths see Chap. VII page 63.

Elements—p. 1 p. 2 p. 3 and p. 4.

1 2 3 4 5 6 7 8 9 10 11 12 13

The loops must be made on the  
"main slope."



## Principles of Capitals.

Prin. 1. Prin. 2. Prin. 3. Prin. 4. Prin. 5. Prin. 6. Prin. 7. Prin. 8. Prin. 9.



For an explanation of these principles, with  
their Modifications, See Analysis of the Capitals,  
page 76 to page 86 inclusive. Also see next page  
for Combinations, proportions, scale of lengths and com-  
plete analysis.



The fault with many a man is not that he knows so little, it is rather that so much of his knowledge lies beyond his reach; that he is like that cousin of mine, whose nose was so long that he could never hear himself sneeze, much less blow it. I call him my cousin, though some, as they look on my face, may think him a still nearer relation.

What is a great scholar? De Quincey answers "Not one who depends on an infinite memory, but also on an infinite and electrical power of combination, bringing together from the four winds, like the angel of the resurrection, what else were dust from dead men's bones, into the unity of breathing life." He is a tree which includes in its last growth all that of former years.

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## P E N M A N S H I P . \*

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BY PAYSON, DUNTON AND SCRIBNER.

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PENMANSHIP is properly a branch of the fine arts. It is a humble sister to Drawing; humble, because its forms are so limited in number. It deals not with the infinitely varied forms which exist in nature or are created by the imagination; it professes only to delineate from sixty to seventy, that is, including the digits. Yet in importance, notwithstanding its lowliness in the family to which it belongs, it leaves all the other fine arts behind at an immeasurable distance. As the means of recording our thoughts and transactions, of conveying intelligence from one end of the earth to the other, of transmitting through the aid of the press to future generations the inspirations of genius, the researches of philosophy, and the annals of history, who can speak its value? From these considerations a two-fold conclusion evidently follows. It is then only attained in perfection when, on the one hand, it can be executed with rapidity, and, on the other, be read with facility. At the same time it must be remembered that the mind is endowed with an æsthetic faculty, to meet the requirements of

\* *Theory and Art of Penmanship.* A Manual for Teachers, containing a full statement of Payson, Dunton and Scribner's celebrated method of teaching; including class-drill, writing in concert, criticism and correction of errors, hints toward awakening interest, etc., together with a complete analysis and synthesis of script letters, as developed in their series of writing-books. Illustrated with engravings. Boston: Crosby & Nichols.

which, both on the part of writer and reader, the letters should be arrayed in the mantle of beauty.

Our system, constructed with an especial view to these three points, has been the pioneer, whose remarkable success and popularity have called forth a host of followers. We may honestly claim that to the success of our system is owing the present deep interest felt in writing, and the remarkable improvement which is now so generally witnessed. The perfection of the form, and of the printing in the copy-books, and the philosophical arrangement of the letters, leave nothing further to be desired in these respects.

Now the teaching of this art is clearly different from that of other departments of ordinary school instruction; yet, while teachers' guides in other branches are poured forth from the press with a profusion really satiating, Penmanship has been left forlorn and neglected, the very Cinderella of pedagogy, to thrive as best she could. To restore this neglected one to polite society, to raise her to an equality with her haughty sisters, to exchange her tattered garments for beautiful robes, her dilapidated shoes for glass slippers, has been our object. The Manual we have lately issued for the use of teachers, of which we here propose to give an idea, and from which the accompanying plate is taken, is the result of our endeavor. If from the plate you are not led to form a very high idea of the beauty of our *protégé*, be pleased to reflect that we intend to analyze her character first, and to present her to you in all her regal beauty and adornment in subsequent numbers.

In this matter of teaching penmanship, then, what should be our first endeavor? It should be to impress on the minds of the pupils the forms they are to write. Here is the difficulty. If we set a word or sentence before a child and say 'Imitate', we fail of success. Unfortunates who have been taught (?) writing on this plan and never learned it may be numbered by millions. The variety of forms is too great, consequently each fails to make an individual impression. The only true method is to commence with groups of the same letter. The attention is thus concentrated on a single thing. But even this single thing consists of several parts, and is susceptible of analysis. Separating the letters into the parts which are common to them, we find there are nine: we name them the six principles of small letters, and three principles of the capitals; and we still find that these principles are compound forms. We again subject them to analysis, and find five primary forms, the straight line and four curves of the oval, the latter modified as occasion requires. Does not this analysis wonderfully simplify the matter? The varied connection of six forms, with

the aid of a few anomalies, gives all the small letters. Let but three forms be perfectly learned, and the main difficulties of the capitals are mastered. Surely this method of thorough analysis is the true one. Said a very intelligent teacher to us one day, "I wish all your copies were Latin, or German." "Why?" we asked. "Because", he replied, "the scholars write the words in stead of writing the letters. I have some times required them, after writing a word several times, to write it beginning with the last letter and reversing the order of the whole; and it is astonishing how much better the letters were formed. They had then to think about each letter as they wrote it." There is profound philosophy in this. It is the very kernel of our method.

Let us turn our attention, then, to this analysis. The limits to which we are restricted warn us to be brief. Any one desirous of seeing the matter fully treated will find it in the Manual.

Write the alphabet of small letters on a slate or blackboard. Look at the accompanying plate. Take the first form under 'Combination of Elements', marked p. 1, meaning principle one, under the next heading, rub this out wherever it occurs in the alphabet; it will be found in nine letters—i, u, w, a, r, t, d, l, b. The second form or principle will be found in three letters—n, m, z; rub it out. The third principle occurs in nine letters—n, m, v, w, x, p, h, k, y; erase this also. The fourth principle occurs in four letters—a, d, q, g; treat this in like manner. Erase the fifth principle from h, k, l, b, f, and long s, six letters; and the sixth principle from the five letters j, g, y, z, and long s. The o, e, and c, may also be erased as coming under the fourth principle, which is only the oval with a pointed projection added. What is now left of the alphabet? The s, the tail of the f, the stem of q, which is the first element, and a few small dots, loops, and irregular forms. Thus our primary analysis is proved correct. It exhausts the subject, clearly distinguishing things that differ.

Turn we next to the examination of these six principles. In the Manual we have a chapter on the comparison of script and print, from which we derive the important facts that the straight lines and ovals are the main parts of the letters, the upward curves the connecting lines between these parts and between letters, and that the turns are means of connection between the main and connecting lines. The first principle, therefore, consists of three parts—the main line straight, the turn formed from the bottom of the oval, and the connecting line a curve from the right side of an oval. We separate these as is seen in the plate. In the second principle we find the reverse of the former curve, the left side of the oval, for connecting line, the turn

inverted and reversed, the top of the oval, and the straight main line. These united give us the primary forms, the straight line and the oval, and separately are the five elements. The third principle needs no further explanation. The fourth is the oval with the top projected in a horizontal line to meet the right side continued upward from the middle in a straight line on the main slope. The fifth may be most easily explained to children by the sixth, thus: first, write the straight line from the head line to the base on the main slope, continue this straight line downward till the whole length is four times the height of the small letters, or, as we say, four spaces. The length of the loop is two-thirds the length of the stem; the top of the loop, therefore, will be a little below the base line. The loop is formed by similar curves on each side of the straight line; its broadest part is one-fourth from the bottom of the letter, the same width as the o, or half a space. To join the straight part of the stem and the right side of the loop, make a very slight bend in the space between the base line and the top of the loop. Continue the left side of the loop with the left curve of the oval to the head line, and the looped stem is complete. This method gives loops of unsurpassed grace and beauty, and supplies the pupil with an easily applied rule of criticism, viz., the producing of the straight part of the stem, which ought to bisect the loop.

The seventh principle, which is the first of the three belonging to the capitals, is the double curve, Hogarth's celebrated 'line of beauty'. When pure, the upper and lower curves are exactly equal and similar. Our derivation of this stem from the two ovals placed side by side is, so far as we know, original, and has excited much attention. It has been attempted by placing one oval above another to the right, but not side by side, which is evidently the true plan. The direct oval, the eighth principle, and the inverted oval, the ninth, are derived from two equal and similar ovals intersecting one another as may be seen in the diagram. For the eighth, begin at the top of the first oval, follow it downward and round to a point at the top where it is cut by the second, then turn down inside on the left curve of the second oval. For the ninth, begin at the bottom of the first oval, follow it upward and round to the point at the bottom where it is cut by the second oval, the left side of which is then followed. The width of these ovals equals half their length.

In another number we hope to have the pleasure of presenting another plate, and of giving a further statement of our experience in teaching this important branch.



## TRAVELING GEOGRAPHY.

No study is so easily understood by the young mind as Geography; and none, probably, can be made more entertaining. As often taught, however, we fear that the recitations in this science are confined simply to text-book formal questions on the part of the teacher, followed by text-book formal answers on the part of the pupil. For, be it remarked, pedagogues do exist who are as punctilious in their adherence to the substance of their manuals as pious politicians of the old school in their devotion to the letter of the Constitution.

Now, exercises in geography may assume a great variety of forms. We can all recollect the singing mania introduced with such furor years ago, by which the capitals, rivers and mountains were memorized by magic; and although declined from its early popularity, this performance is still used with much advantage in primary and other schools where mere names are to be acquired, where life is to be infused into drowsy heads, or where the capacity of little lungs is to be enlarged. The globe, it is well known, in the hands of a skillful master, will afford literally a *world* of instruction and delight; while the maps which Mitchell and Pelton have hung so profusely in every room, if properly employed, will elicit the closest scrutiny of an inquiring class.

But none of these means of illustration shall claim our attention at present. We wish briefly to recommend the utility of what may be styled the *traveling* feature.

In some educational works that we have read it is suggested as an agreeable episode in the geography-lesson that the daily paper of some of our seaports, containing the arrival and departure of vessels from the chief commercial cities of the world, be read to the class, in order to test their readiness in naming the situation of the most familiar centres of trade, and the route commonly taken in passing from one to another. This idea we have developed a little further in giving questions that involve inland as well as water communication, and in making the traveling topic a regular in stead of an occasional drill.

But let us illustrate: "George, how would you go by water from St. Petersburg to Columbus, Ohio?" George sails over the Atlantic, along the Lakes, down the Scioto to the capital. We were inquisitive as to the *natural* outlet by which the daring boy had steered his ship from Erie to Scioto: he innocently surmised that there must be a

canal or something. Many scholars mechanically suppose, unless specially taught otherwise, that most rivers are navigable, and that every town on a stream can of course be reached by steamboat or ship. Here would be an excellent opportunity for the teacher to allude to the fine network of railway which overspreads Central Europe and Northern United States, connecting all the points of importance. The pupil can then easily understand that places inaccessible by water may, in most instances, be approached by rail.

"Annie, tell me the quickest way between Cuzco and Rio Janeiro." Annie takes the pointer, and, with an air of conscious rectitude, draws it right across the continent: the girl, though ignorant of geometry, believes in the axiom A straight line is the shortest distance between two points. Annie opens her eyes when you sagely remark that South America is far behind in civilization and all its inventions; her primitive people never enjoy the dramatic fame of dying by a locomotive or steamboat, but must paddle their light canoes on the rivers, and cross plains and mountains with horses, mules, and lamas. You finally suggest Cape Horn as the most available course to the Peruvian mart, as the glassy Pacific will interpose fewer obstacles to Annie's journey than the Andes and the mules.

"Robert, suppose you start by land from Chicago to San Francisco." The youthful hero goes to the map, judiciously uses the proper railroad facilities to St. Joseph's; but thence — alas for human infallibility! — makes a rash, Napoleonic dash with his stick forward to the Golden Gate, ignoring cañons, snows, deserts, and rocks. Considerable topographical explanation now becomes necessary before Robert appreciates the difficulties of his proposed Pacific route. As he hears of the sands in one place, the gorges in another, and the peaks in a third, he acknowledges the prudence of the California emigrant in making a detour to the north or south of a direct line to our far-off state.

"Josy, take ship from Glasgow to Copenhagen." With his rod the bold navigator doubles the stormy capes of the Scottish isles on the North Atlantic in his way to the Danish capital, in stead of the longer and safer passage by the Straits of Dover. Josy is not aware that sailors must observe the latitude and currents of the ocean, and often make the speediest trip by a circuitous route.

By such examples as these pupils will soon become skillful tourists in all parts of the world, and familiar with the modes of travel peculiar to each country: taking the sedan in Japan; the camel, elephant, horse, or palanquin, in Arabia and India; the ox-team in South Africa; and the reindeer- or dog-sled in the winter lands of the North.

After the class has passed over any of the grand divisions, as Europe, it has been our plan to take all its leading cities, and nothing else, for a kind of review exercise, and spend one or more recitations in discovering the best and most popular routes from town to town, thus scouring the continent in every direction. At last will come the 'wide, wide world', with all its harbors and the great interoceanic lines of communication.

After students leave school their geography is more frequently needed in the location of places and routes than any thing else: hence the practical bearing of the traveling method. W. W. D.

STERLING, Jan., 1863.

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### S H O R T - H A N D .

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MR. EDITOR: Are there not many of your readers who will be interested in a short series of *short* articles upon the subject which heads this paper? If you think so, and will speak the word, you can have them.

I am like a man who is in the possession of a great treasure and can not keep the secret; or like Galileo, who, when his newly-invented telescope revealed the wonders of the upper worlds, could not hold his peace, but must at all hazards publish the results of his discoveries to the world.

Now the great practical utility of phonography, as a system of short-hand writing, is a *secret*, hid from the uninitiated, from those who have never learned to write it.

A little more than two years since my attention was accidentally, or providentially, called to this subject. I gave it the attention I could while discharging the duties of two professions—teacher and preacher. For more than a year past I have written all my sermons and lectures, so far as they are written, in phonography, which enables me to accomplish more work than would otherwise be possible. No possible consideration could induce me to give up my phonographic books and study.

But it shall not be my object, should I write, to magnify above measure the claims of phonography. It needs no windy commendation. It speaks for itself, and commends itself to every one who has any occasion to use a pen.

What would you think of a man who would at this day cry down our railroad system of travel, and try to persuade men that it was far

better to go on foot? You would not listen to such a man for a moment. Now there is the same sensation of comfort and satisfaction experienced in writing phonography, as contrasted with ordinary long-hand, that is experienced in traveling by rail, as contrasted with the slow pace of the footman. Indeed, phonography has been justly characterized as a '*railroad system of writing*'.

Who has not felt writing, in the ordinary way, a burden? The pen enslaves *you*, Mr. Editor. How often have you 'trimmed the midnight lamp', and wished in your very 'heart of hearts' that you had never been an author, or else that some more expeditious method of writing had been invented. Thanks to phonography, writing is no longer a burden — but more anon.

CHESTER, ILL., Feb., 1863.

ORSON L. BARLER.

[A 'short series' of short articles will be very welcome. Any practical subject connected with the teacher and the school will always find a place in the *Teacher* if properly presented.—ED.]

#### LEROY CARPENTER'S REFUTATION REFUTED.

MR. EDITOR: It appears in vol. ix p. 49 of the *Teacher* that Mr. Carpenter is a lawyer as well as a teacher, and uses the language of the forum with equal inaccuracy with that of grammar. There may be demurrers for two reasons: 1. Demurrers are held good when there is insufficiency in the *cause* of the position taken in pleading; and 2. Demurrers are sustained when the matter is set forth in an inartificial and insufficient manner. Now in the argument to you and the teachers who read the *Teacher*, as a court to decide upon this question, I hold that it is incorrect and inartificial to use a capital letter as follows, which is in Mr. C.'s first paper or declaration: "If after, I ask, Can," etc.—it, the question, not being a quotation;\* and I also hold it

\* Whether or not Mr. Carpenter used a capital letter in the instance referred to Mr. Chafee has not the means of deciding. If he did, the proof-reader passed it as correct; if he did not, the proof-reader varied from the manuscript by inserting it. An article seldom, perhaps never, appears in the *Teacher* precisely, word for word, letter for letter, and point for point, as it comes into the hands of the publisher. In this very article we have made several changes from the manuscript. If the writer detects them, we are sure he will thank us for most of them, if not for all.—N. C. NASON, *Printer, Publisher, and Proof-reader.*



incorrect to call grammar a mental science in contradistinction to the other sciences, unless it be the 'noble science of self-defense'.

I did not imagine that what I wrote formerly would lead to politics or law: but it seems that the sciences are cousins-german; therefore, in self-defense, I will say that I have it yet to learn that it is a disgrace to be 'sired and damed' by those who landed upon Plymouth Rock in 1620.

Prof. Agassiz in his lecture in No. 10, vol. viii, of the *Teacher*, says, speaking of the way he taught, "I thought the best way to proceed would be to place the object in their own hands; for I knew that mere verbal instruction would not be transformed into actual knowledge, that my words would be carried away as such, and that what was needed was an impression of the objects." And in another place, "These children, the oldest only six years old, I took upon a hill above the city of Neufchatel, and there showed them the magnificent peaks of the Alps, and told them the names of the mountains and beautiful lakes opposite. I then showed them the same things upon a raised map, and they immediately recognized the localities, and were soon able to do so on an ordinary map." I merely state this to prove what every body knows, that the *eye* is the great teacher, the window of the mind, and when light enters there the whole soul is lit up with reflection; and that whatever science gains it for an auxiliary tutor has the general-in-chief of the senses, and can carry the fortifications of ignorance wherever they may be raised.

Faults may be found in it undoubtedly; but when compared with the other system—at least judging from my brief experience in the 'delightful task' of 'pouring fresh instruction o'er the youthful mind'—I have found the diagram system far in advance of its prosy, parcy predecessor, and that pupils seized with avidity and remembered well the study which before was proverbially a bore.

The word 'root' that we use in grammar, by no great stretch of the imagination, would produce a grammar-tree with branches for the different parts of speech; and how many teachers in the last score of years have plucked good fruit from such a tree of knowledge for their own use and to feed the hungry minds grouped around them. *Illustration* illuminates the world, and a pyrotechnic display in the darkness of ignorance will discover a rich country lacking only cultivation.

I would not ride a hobby to death as long as I could change, even if an ambling Arabian were to be superseded by a shuffling ass; but many men go on foot with cracked peas in their shoes rather than bestride a steed that has been raised and rode by others than themselves, who they are pleased to think are enemies.

When an opponent is met with the sharp-clawed personality of a cat with a post, it shows some other quality than that which actuates the feline—viz., to sharpen claws,—it betokens, to speak mildly, intolerance.

In analyzing, a pupil may be able to tell what are the subject and the verb, but unless these are placed before the physical eye he is liable to forget and become confused if the sentence be somewhat intricate for him; but after he has been fed the milk of grammar for a time give him strong meat by all means. Prodiagramers are not exclusive, but eclectic.

G. D. CHAFEE.

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The request made a short time since that some one should take up the gauntlet thrown down by Mr. Carpenter, and defend the system of teaching grammar by the aid of diagrams, has been met by quite a number who were willing to enter the lists and do their devoirs in that service. Although the champions have been numerous and the offers prompt, we have only been able to select one of the number as the representative man. We will conclude the combat by sounding a truce to the grammatical knights, leaving our readers to make up their verdict as to the merits of the contest.

The true teacher will be careful not to accept unconditionally any one system of instruction as **THE SYSTEM**, to the entire exclusion of all others. **THE SYSTEM** has not been discovered, nor ever will be, which will supersede the necessity of other methods. The truly wise teacher will use all methods of instruction according to the circumstances by which he is surrounded. He who rides a hobby will choose the synthetic or the analytic method and claim for the object of his choice every element of success. The old foggy claims that all grammatical excellence lies in the systems of Murray and Kirkham; while the young foggy, with amazing effrontery, asserts that the English sentence can not be taught except by the methods of Greene and Welch. One teacher mounts the diagram and rides it—into the ground; while another mounts the anti-diagram and runs it—to death. Both kill their hobbies by their excessive zeal.

Be moderate, friends: do not 'go off' into ecstasies at the discoveries you have made. The truth lies in the eclectic system, the glorious mean between the extremes. Accept all systems of instruction as suited to certain conditions: when you can appeal to the mind best by analysis, take it; by synthesis, use it: when you can demonstrate successfully by appealing to reflection and reason, do it: when you can teach more successfully by calling in the aid of the eye to assist the

judgment, do not refuse to accept the advantage. The versatile and accomplished teacher will reject nothing that will in any way assist him to surmount the obstacles which prevent his approach to the understanding of his pupils. The character of the minds of a class of scholars is, to say the least, as various as the lineaments of their countenances. The avenues to their minds and hearts are as difficult as they are different. We reach one by a process very well suited to repel another. Intellectual processes that suit one may be entirely unsuited to another, owing to native differences in mental constitution or in development of the faculties. We must study human nature, mental and moral philosophy, and adapt our teaching to the peculiarities or idiosyncrasies of the individuals under our care. This, and this alone, will render all systems of instruction available and valuable.

EDITOR.

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#### A PLEA FOR SHORT WORDS.

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IN these days, when war does rage and gold is scarce, to save is the great aim of all. Will you now hear while to you I talk of one way to save, of which you may not have thought? It is a way in which you may save your time and save your breath, and oft save your sense, which gets lost in the length and sound of words which fill the mouth and stun the ear. When we hear one use long words, it reminds us of those who walk on stilts: they may be seen for their height, but would oft be saved a fall if they did not mount so high.

One will say "'T is but the child, and those who have small minds, use short words. We would write and speak so as to rouse the souls of those who hear." But in each age of the world those who write for all time use short words. In that book, of all books the best, in which God makes known his will to man, 't is short words which teach us most, which best guide our lives. Could long words tell so much as these: "If thou seek the Lord thy God, thou shalt find Him, if thou seek Him with all thy heart and with all thy soul"? In songs of praise we find "All the kings of the earth shall praise thee, O Lord! when they hear the words of thy mouth." What can be more grand than the way we are told of God's works, "And God said Let there be light; and there was light."

Some may say "Short words will do for prose, and we own their strength when used in God's own book, but when we come to verse

they are quite too tame for that"; so then they will seek out long words full of sound. Let me prove to you, short words give strength and life to the best of verse. Watts says

"I know his name, his name is all my trust,  
Nor will he put my soul to shame, nor let my hope be lost."

And when is sung

"Sweet is the work, my God, my King,  
To praise thy name, give thanks, and sing" —

can you call this tame or dull? No: if they be short words, they speak to the heart, and when sung from the heart, reach the throne of God.

One will say those from whom I quote held not a first rank with the world's great men. Turn we then to the first name on the list of those who by their pens have won a fame that will not die; and it may well be said those who write in long words are to him but as the light of a far-off star. In his *King Lear* note what he does with the short words. We will not quote save from the last act, in which *Lear* comes to us with the Queen, his dear child, dead. In this, his hour of great grief, he does not talk to us in long words, but says

"Oh! she is gone!

I know when one is dead, and when one lives.  
No, no, no life."

It may not seem strange to us that the great of the earth, those who paint man to the life, in all the states in which our world has seen him, use short words, when we think it is these move us most; for when we fear, hate, or love, 't is short words tell all we have to say. Those words *yes* and *no*, how oft they tell our fate for joy or woe. It is short words we use when we meet, and when we part from those we love; for do not all hearts say "But give to me that sweet old word, 'good-bye' "?

Then we would say to all, Speak in short words, that you may know what you say, and those who hear may know what you mean: write in short words, that he who runs may read, and the world shall be filled with light.

IN Prussia it is said that every child is 'due to the school'. Here it may be laid down as one of our social principles that, as the best services of all her children are due to the state, so it is the duty of the state to bring out, to their fullest extent, all the talents and powers for good of all her children.



## REFRACTING TELESCOPES.

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BY W. H. WELLS.

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As the State of Illinois is soon to possess the best Telescope in the world, the publication at this time of a few facts respecting the history and construction of Refracting Telescopes may not be deemed inappropriate.

Reflecting telescopes are those in which the rays of light are converged to a focus by reflection from concave metallic mirrors. Refracting telescopes are those in which the rays are converged to a focus by passing through properly-figured lenses of glass.

Large reflecting telescopes are more easily constructed than large refractors; but their performance, in most classes of observations, is much less satisfactory. The great six-foot reflector of Lord Rosse has been very serviceable in collecting the light and revealing the character of distant nebulae, but there are several refracting telescopes whose lenses have less than one-fourth of the diameter of Lord Rosse's reflector, that have proved far more useful for the general purposes of exact and scientific observation.

The refracting telescope was invented about the beginning of the seventeenth century, but the name of the inventor is still a matter of uncertainty. An account as probable as any assigns the first discovery of the principle to a Dutch spectacle-maker.

The instruments employed during the seventeenth century were exceedingly rude and imperfect. Some of the most useful of them had a focal length of 120, 170, and even as high as 250 feet; the object-glass being mounted on a high pole, while the observer stood on the ground and looked through an eye-piece brought into the same line with the mounted lens and the object to be observed. It was with one of these instruments that Huyghens discovered the ring of Saturn and one of his satellites.

About the middle of the eighteenth century a very important improvement was made by Dollond, of England, who discovered that by connecting two lenses of different dispersive powers, in the same object-glass, he could obtain a clear and colorless image with an instrument of short focal length. This is the origin of the Achromatic Telescope, which has since that time taken the place of all other forms of refractors.

The chief obstacle to the construction of large achromatic refractors is the difficulty of obtaining large disks of flat glass, of uniform density throughout, and perfectly free from striæ.

Near the close of the last century the English Board of Longitude offered a considerable reward for bringing the art of making flint glass for optical purposes to the requisite degree of perfection, but it led to no important discoveries. On the continent of Europe the experiments of Guinand, a native of Switzerland, and Fraunhofer, of Munich, were crowned with better success; and most of the large refracting telescopes now in existence have been constructed of glass that was made at the establishments of Guinand and his sons, or at the establishment of Fraunhofer and his successors, Merz & Mahler.

One of the sons of Guinand formed a partnership with M. Bontemps, of Paris, who acquired considerable celebrity for his skill in the manufacture of optical glass. In 1848 M. Bontemps was induced to form a connection with Messrs. Chance, Brothers & Co., of Birmingham, England; and the optical glass since produced by this establishment has been unsurpassed, if not unequaled.

The two greatest achievements of the Merz-&-Mahler establishment are the great refractor of the imperial observatory at Pulkowa, near St. Petersburg, in Russia, and the great refractor of the Cambridge Observatory connected with Harvard University. Each of these instruments has an object-glass with a clear aperture of 15.93 inches; and till quite recently they were the largest effective refracting telescopes in the world. The cost of the Cambridge Refractor, including the mounting, was \$19,842.

While these experiments and improvements in the manufacture of optical glass have been going forward in Europe, the attention of Americans has been turned to the difficult processes of grinding and polishing lenses so as to give them their proper figure.

Mr. Henry Fitz, of New York, has been engaged for more than twenty years in constructing achromatic telescopes. Most of the glass employed by Mr. Fitz has been obtained from European establishments. He has been continually increasing the size of his object-glasses, and their performance has often been subjected to the closest tests, and pronounced fully equal to that of the best Munich telescopes. One of the best of Mr. Fitz's telescopes is that of the observatory at Ann Arbor, Mich. The aperture of this instrument is 12½ inches, and the cost, including the mounting, was \$6,750. Mr. Fitz is now engaged in grinding an object-glass of much larger dimensions than any that he has hitherto completed.

Mr. Charles A. Spencer, of Canastota, New York, who has long

been distinguished for the excellence of his microscopes, has also directed his attention successfully to the construction of refracting telescopes. The largest instrument produced by Mr. Spencer is the refractor of the Observatory at Hamilton College, which has a clear aperture of  $13\frac{1}{2}$  inches.

Mr. Alvan Clark, of Boston, though somewhat later in the field than Mr. Fitz, has met with remarkable success in the construction of achromatic telescopes. The name of Mr. Clark is as well known in Europe as in this country, and he has already received orders for several of his instruments from England. The astronomer Dawes, in a communication to the Royal Astronomical Society, says of one of Mr. Clark's instruments in his possession, "Its performance fully supports the character of Mr. Clark's object-glasses; and I believe it to be capable of every thing which can be performed by such an aperture." The greatest success of Mr. Clark is the construction of an instrument having a clear aperture of  $18\frac{1}{2}$  inches, and a focal length of 23 feet. This instrument is believed to be the largest effective refractor in existence. It was originally ordered for the University of Mississippi; but it has recently been secured for a new Observatory to be established in connection with the University of Chicago. The cost of the instrument, without the mounting, is \$11,187. The cost of the mounting will probably be about half as great as that of the instrument itself. The glass employed in making this telescope was obtained from Messrs. Chance, Brothers & Co., of Birmingham, at a cost of over \$2,000. It is with this instrument that Mr. Clark discovered the companion of Sirius, an achievement for which the French Imperial Academy of Sciences awarded him the Lalande Prize of Astronomy. This prize consists of a Gold Medal, costing about 500 francs.

In 1832, the Astronomer Royal of Great Britain, in a report on Astronomy, after recounting with high eulogium what had been accomplished in the building of Astronomical Observatories throughout the old world, closed by saying that "as for the United States, he did not know of the existence of a single public Observatory within the limits of the entire country." Nearly twenty years later the same Astronomer Royal did us the justice to say "The Americans of the United States, although late in the field of astronomical enterprise, have now taken up that science with their characteristic energy, and have already shown their ability to instruct their former masters." At the present time we possess at least two refracting telescopes that are unequaled in Great Britain, and prominent English Astronomers are making their observations through American-wrought object-glasses.

## M A T H E M A T I C A L .

SOLUTIONS—36. The problem may be resolved into the following questions:

1st. What is the proceeds of an account of \$5284.67, due June 7<sub>10</sub>, discounted April 26th, at 6 per cent. bank discount?

*Solution.*—The time is 42 days. The bank discount of \$5284.67 for 42 days at 6 per cent.  $= \frac{\$5284.67 \times .06 \times 42}{12 \times 30} = \$36.99$ . This subtracted from \$5284.67 leaves \$5247.68.

2d. If I invest \$5247.68 in a 7-day draft on New York, at 1½ per ct. discount, interest off at 6 per cent., what *sized* draft ought I to have?

*Solution.*—Banking custom allows me interest in advance. The interest on \$5247.68 for ten days (allowing *grace*) at 6 per cent. is equal to \$8.746. This added to the \$5247.68 gives \$5256.436. As New-York exchange is at 1½ pr. ct. discount, every \$.985 of the \$5256.436 will buy \$1. The draft will therefore contain as many dollars as \$.985 is contained times in \$5256.436, that is, \$5336.483. This allows me interest on the amount of money invested. But if I am allowed interest on the face of the draft, that is on the New-York exchange received for the money invested, the interest off will reduce the New-York exchange to 1⅓ per cent. discount: in that case the draft would be  $\frac{\$5247.68}{\$ .98\frac{1}{3}} = \$5336.623$ . Is the first answer correct, or the second? That depends on the custom of brokers. My understanding of that custom makes the second answer correct.

3d. What is the proceeds of a draft on New York for \$5336.623 at a premium of ⅔ per cent.? *Answer*, \$5383.32 nearly.

4th. What is the proceeds of a draft on New Orleans for \$5284.67, drawn May 7th and due June 7<sub>10</sub>, premium ⅔%, interest off at 6%?

*Solution.*—The custom of brokers, as I understand it, will allow interest off on the *face* of the draft, and *premium* on the *face* of the draft. The time is 35 days. Interest on \$5284.67 at 6% for 35 days is equal to  $\frac{7}{12}\%$  of \$5284.67; that is, int. off at 6% is equivalent to a discount of  $\frac{7}{12}\%$ .  $\frac{3}{4}\% - \frac{7}{12}\% = \frac{5}{24}\%$ ; that is, \$5284.67 at a premium of  $\frac{3}{4}\%$ , int. off at 6% for 35 days, is equivalent to \$5284.67 at a discount of  $\frac{5}{24}\%$ . The proceeds of \$5284.67 at a discount of  $\frac{5}{24}\%$  is \$5273.66.

The proceeds of the account-sales, by the first disposal of it, has been shown to be \$5383.32; the proceeds by the second disposal we have



shown to be  $\$5273.66 : \$5383.32 - \$5273.66 = \$109.66$ . Therefore the gain by the first disposal is  $\$109.66$ , *Ans.* A. S. FISHER, Eureka Coll.

Solved also by Z. T.

37. The hare runs  $10 \times 1760$  yards per hour.  $(10 \times 1760) \div (60 \times 60) = \frac{4}{9}$  = yards per second by the hare.  $\frac{4}{9} \times 40 = 195\frac{5}{9}$  = yds. passed over by the hare in 40 seconds.  $40 + 195\frac{5}{9} = 235\frac{5}{9}$  = number of yards between the dog and the hare when the race began.  $(18 \times 1760) \div (60 \times 60) = 8\frac{4}{5}$  = number of yards run over by the dog per second.  $8\frac{4}{5} - 4\frac{8}{9} = \frac{17}{45}$  = number of yards gained by the dog per second.  $235\frac{5}{9} \div \frac{17}{45}$  = number of seconds it will take the dog to come up with the hare.  $(235\frac{5}{9} \div \frac{17}{45}) \times 8\frac{4}{5}$  = number of yards run over by the dog during the race.

A. S. F.

If the hare ran at the rate of 10 miles per hour, in one minute she would run  $(320 \times 10) \div 60 = 53\frac{1}{3}$  rods; and in 40 seconds, or  $\frac{2}{3}$  of a minute, she would run  $\frac{2}{3}$  as far, or  $35\frac{2}{3}$  rods. As she had 40 rods start at first, she would have  $75\frac{2}{3}$  rods start before the dog started. If the hare ran 10 miles in an hour and the dog 18 miles in an hour, in one hour the dog would gain 8 miles on the hare, and in one minute he would gain  $\frac{1}{60}$  of 8 miles, or  $42\frac{2}{3}$  rods. If the dog gained  $42\frac{2}{3}$  rods in a minute, it would take him as many minutes to catch the hare as  $42\frac{2}{3}$  is contained times in  $75\frac{2}{3}$ , or  $1\frac{37}{48}$  minutes. If the dog ran 18 miles in 1 hour, in 1 minute he would run  $\frac{1}{60}$  of 18 miles, or 96 rods; and in  $1\frac{37}{48}$  minutes he would run  $96 \times 1\frac{37}{48} = 170$  rods, or  $\frac{1}{32}$  of a mile.

EDWIN WILLIAMS, Brown School, Chicago.

Solved also by F. F. J., of the Brown School.

38. Assume the area of the smallest garden as unity: then the area of the largest will be  $6\frac{1}{4}$ .  $\sqrt{6\frac{1}{4}} = \frac{5}{2}$  = the length of one side of the largest garden; that is, one side of the largest garden is, in length,  $2\frac{1}{2}$  times one side of the smallest garden.  $2\frac{1}{2} - 1 = 1\frac{1}{2}$  = the difference between the lengths of the largest and smallest gardens. But from the conditions of the problem that difference is 12 rods.  $\therefore 12 \div 1\frac{1}{2} = 8$  = length of one side of the smallest garden. Their respective lengths are 8, 12, 16 and 20 rods: their areas are 64, 144, 256 and 400 square rods. *Proof:*  $\frac{400}{64} = \frac{5}{8} = 6\frac{1}{4}$ .

A. S. F.

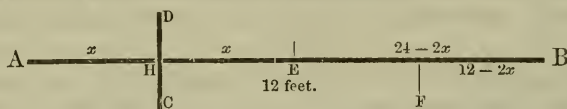
Solved also by Z. T.

Will our contributors please send in their favors as early as the 15th of the month? After our last number was made up we received solutions to the problems in the January number, and other favors, from M. V. B. S. and three new contributors—A. S. F., A. I., and J. L. M'C., of Delhi, Iowa. We thank them, and will use the problems as occasion requires.

M. V. B. S. says that if X will review his solution of 26 he will find

several errors, and that his use of the superlative *quickest* is sanctioned by the highest mathematical authority, and thinks F. F. unnecessarily captious in his criticism. He further says that he intended to state that the required cask in 30 should be of the same shape as the given one. We do not know what F. F. may think, but our opinion is that 'the highest mathematical authority' do n't amount to much on such points as this.

At last we do justice to Z. T. We hope hereafter he will write only on one side of his paper. We just missed losing half his solution of 36, because it was on both sides of the sheet.



IX. Let AB represent the length of the stick = 24 feet, and let  $x$  = distance of C and D, with their imponderable bar, from A; then will AH balance HE, and  $AE = 2x$ : hence D and C must carry AE, =  $2x$ , independent of B. And since the weight of the pole is uniform, the centre of gravity of EB is at its centre F, which is 12 feet  $\left(x + \frac{24-2x}{2} = 12\right)$  from H. Suppose each foot of the stick weighs 1 pound, the weight of EB =  $(24 - 2x)$  pounds. Since B is to carry 8 pounds, or  $\frac{1}{3}$  of the whole weight,  $(24 - 2x - 8)$  lbs. =  $(16 - 2x)$  lbs. of EB will be carried by C and D. Now to produce an equilibrium the distance of C and D from the centre of gravity of EB multiplied by the number of pounds of EB that they carry, 12 ft.  $(16 - 2x)$  lbs., must be equal to the distance of B from the centre of gravity of EB multiplied by the number of pounds he carries, 8 lbs.  $(12 - x)$  ft.: hence,  $12(16 - 2x) = 8(12 - x)$ , and  $x = 6$ .

Z. TRUESDEL.

PROBLEMS.—39. The present worth of an annuity of \$1000 at 8 per cent. simple interest, during  $n$  years, is equal to the present worth of \$1000 at 7 per cent. compound interest during the same  $n$  years. Required the time.

JAKOBUS.

40. What is the value of  $\frac{10^2}{1} - \frac{10^2}{2} + \frac{10^2}{3} - \frac{10^2}{4} + \frac{10^2}{5} - \frac{10^2}{6} + \frac{10^2}{7} - \frac{10^2}{8} + \frac{10^2}{9} - \frac{10^2}{10}$ ?

41. What is the side of an equilateral triangle having an area of 50 acres?

F. HANFORD.

42. How long a pole can be passed up a chimney the flue of which is one foot square, and the mantle-piece 6 feet high, making no allowance for the thickness of the pole?

DANIEL BROWN.

43. I have a garden  $14\frac{1}{2}$  rods long and  $10\frac{1}{4}$  rods wide. What will it cost me to dig a ditch round it 3 feet wide and  $4\frac{1}{2}$  feet deep, if I pay 2 cents per cubic foot?

AI.

## OFFICIAL DEPARTMENT.

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OFFICE OF PUBLIC INSTRUCTION, }  
Springfield, Ill., March, 1863. }

## A PAPER OF INTRODUCTION.

PROVIDENCE is the great disposer. Men are its servants, and its commands are imperative. Recreancy to its dictates is infidelity to God. Its calls to duty are the utterances of Heaven, and to hear them not, or heed them not, is essential rebellion against a sovereignty equally wise and supreme. The relations which men hold, individual or communal, to their fellows, are not simply elective. In one sense they are so, for God never coerces mind. If, hearing the mandates of duty which sound from the skies, and obeying, man *wills* to take the position which Providence assigns him, he elects, in a manner, his own place and his own work. But infinitely above the narrow sphere in which his volitions revolve there is a Higher Will, a will of Providence, whose prerogative to choose and order is original and supreme. Whoever *wills* to accept the choice and order of a disposing Providence is in harmony with it; whoever does not is out of harmony with it. The first is doing his master's will—the other is not. The one may look hopefully for wisdom and succor from above; the other is left in his darkness and weakness to fight against God.

Cherishing as I have, for years, a faith which connects every thing in Providence with God, and God with every thing, and recognizing as a sound one the obligation to obey God, whether the voice of his commands be uttered through the law of his word or the events of His providence, I have accepted the call of duty which has placed me in the untried and responsible position from which I now address my new friends and my new associates. To declare that the position was unsought and undesired by me would be doing but very partial justice to myself. When I say that the position was *unsought*, I desire that the saying may be received with the most unconditional signification of which it is susceptible. Had Providence left the event of my election to this office to be determined by my own aspirations and endeavors, I most confidently declare that it would never have transpired; for, upon that supposition, my own action would have been a condition precedent to the event. But men do not act in the absence of all motive to act. I had no such motive. And even motives can not exist but as the consequent of thought, for thought is the creator of motives. But I had no such thought. The conception was en-

tirely original to my mind when suggested by the published proceedings of the convention to which my name was first introduced. And the nomination and election followed as entirely independent of my personal agency as if I had not been in existence.

In saying that the position was unsought, I said, also, it was *undesired*. It was so, because I had been for years prosecuting the work to which my life had been consecrated — laboring for man, laboring for God; and, to my mind, every outside idea was, in the words of Cecil, ‘a grand impertinence’. No higher or holier desire than that of doing good could animate a human heart; and cherishing, with a conscientious and prayerful jealousy, that sublime desire, I was, within the humble sphere of my influence, fulfilling the mission assigned me by the church. If asked Why leave it now? I reply, Providence commands, and the voice of Providence is the voice of God. Providence leads, I will follow; for Providence is the hand of the Father, leading His children whither he will. With the plans of that Providence I have not interfered. I have raised no voice to demand admission, I have put forth no hand to open a door where Providence would not have me enter. But the door was opened before me, and duty commanded. I could only obey.

As far as the teachers of our state are concerned, I frankly say, I feel no embarrassment in the new relations so unexpectedly formed between us. The work in which they are engaged is very kindred to that in which I have spent many happy years of my life. Colaborers, in a very important sense, I feel that we have been, though henceforth we are to be such more intimately and more specifically. With a common and united devotion to the work of advancing and upholding the great common-school interests of our state, sacrificing to the general weal every private and personal interest, and emulous of that excellence which only the truly noble and the truly good can attain, may we not hope that our labors will be harmonious, and that our united efforts in the cause of popular education will be crowned with the most gratifying success?

Our educational system is yet young. Less than ten years have elapsed since the first Act to establish and maintain a system of free schools in our state was passed. The golden era of popular education in the State of Illinois dates no further back than the year 1855. In view of the important results which have been achieved, and the wide-spread influence of our organized educational agencies, it is surprising that the years of its history are yet less than a decade. It has, indeed, made rapid strides in its march of progress; and under the friendly and fostering regards of a wise and salutary legislation, its



advancement has been far beyond either the hopes or expectations of its most sanguine friends. Its history is one of which every citizen of the state may be justly proud; and it is believed that the progress achieved in the few years which measure its existence is without a parallel in the annals of common-school education in the United States. Still the system is immature. It lacks growth, development. The infant does not spring into manhood; the transition is not so soon or so suddenly made. There are intervening years of growth; and the stature and strength and wisdom of manhood are reached by the gradual processes of development which nature has so wisely ordained. Time makes the *child* the *man*. Systems, all systems, whether of ethics, or law, or philosophy, are subjected to the same law of development. That system of moral truths which reached its completeness of development in the gospel code was in course of elaboration for four thousand years. And every system of law, philosophy, education, has advanced to its present excellence through former and inferior stages of development. That our common-school system has not yet reached its maturity of influence, its ultimatum of utility, will be seen by a moment's reflection. For example, it is only necessary to compare our educational statistics with those of some of the older states, as Pennsylvania, or Massachusetts, to discover our relative inferiority, and to realize something of the struggle which is yet before us ere our system shall have attained to that higher excellence necessary to place Illinois in its true position among the sisterhood of states. *To that position we must attain.* Favored as is no other state of the Union with all the elements of essential greatness, with the richest variety of material resources, and with a characteristic energy and enterprise which promise ere long to grasp the palm of empire from older states, Illinois needs but the mighty impulse of a thorough and widely-diffused education to complete her early triumph. Will the friends of education unite their efforts to secure that happy result, and hasten on our glorious state toward the brilliant destiny that awaits her? May I not indulge the hope that the teachers of the state, upon whom the responsibility of these proud achievements is principally devolved, will as zealously and devotedly labor in the future for this grand consummation as they have done in the past?

Let us not forget that the *children* of the present are the *people* of the future; and that, in this republic, the *people* are the *government*. The character of the government, then, depends upon the character of the people; and the character of the people *will be* what the character of the children *is*. And the children of the state are in the hands of teachers, to be educated in the principles of intelligence, truth,

and virtue. Few sayings are more trite than the reiteration, 'the perpetuity of our institutions depends upon the intelligence of the people'. The words are, however, not more trite than true, and they possess a most impressive significance in this dark hour of our country's history. In these days of national disaster, when the country is shaken with the earthquake of revolution, when there are signs in the heavens above and in the earth beneath, when men's hearts are failing them with fear for those things which are coming upon them, we may well inquire Where is our safety — what is the sheet-anchor of our hope? War has its lessons, as well as peace. Though they be written with bayonet-points in the blood-red tracery of woe and anguish and weeping, yet they TEACH: and their lesson is Look to the children; instruct the youth; educate the people. Can it be a far-drawn conclusion that ignorance is embryo lawlessness, anarchy, rebellion? Look at facts. Two sections of our country are arrayed against each other in deadly strife. The one is contending for the utter demolition of the noblest fabric of human government ever reared by man. The other is resisting the mad spirit of rebellion, and struggling to uphold and strengthen the tottering pillars of the republic. Where shall we look for the causes which have led to this internecine strife? It is common to say that the revolution is the work of ambitious and corrupt men, who seek a temporary self-elevation by the ruin of the dearest interests of millions. But does this quite satisfy the thoughtful mind? Admitting that millions have suffered themselves to be led on to ruin by a few designing and wicked men, the question returns in another form,—Why have these millions suffered themselves to be thus misled? The truth is here: These contending peoples have each an *educational history*; or, more properly, one has such a history, the other has not. The educational policy of the one is epitomized in the words of one of America's purest statesmen: "In other countries the diffusion of education is necessary to their well-being; in this it is essential to the maintenance of our institutions." The non-educational policy of the other is foreshadowed in these words of Sir William Berkeley, one of the first governors of Virginia, "I thank God that we have no free schools nor printing-presses here, and I hope we shall not have for these hundreds of years; for learning hath brought disobedience and heresy and sects into the world, and printing hath divulged them in libels against the best of governments." Is not the argument complete? A people who have been educated to know their political rights, and who, knowing, dare maintain them, could never — no, never — be blindly led by an artful and unprincipled few into the base and damning crime of se-

cession. What clearer elucidation could be proposed of the causes which have operated to produce the evils of the times? "Wisdom crieth without; she uttereth her voice in the streets; she crieth in the chief place of concourse, in the openings of the gates."

I enter heartily upon the responsible work assigned me, and kindly bespeak the earnest and united coöperation of the friends of education. I hope to enjoy the most pleasant and cordial personal and official intercourse with teachers and officers of schools throughout the state during the term of my incumbency.

JOHN P. BROOKS, Sup't Public Instruction.

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## THE STATE NORMAL UNIVERSITY.

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A BRIEF statement concerning the present condition of the State Normal University of Illinois may not be uninteresting to the readers of the *Teacher*.

This institution is yet in its infancy. Scarcely five years have elapsed since it was established, and but two since the spacious and beautiful University building was completed. This structure is often called, and probably with correctness, the finest for its purpose in America. Its location, about one mile from the city of Bloomington, is all that could be desired. Convenient of access, and yet sufficiently isolated for purposes of study, its situation daily justifies the wisdom of its founders.

The whole number of students now connected with the institution in all departments is 315. Of this number the Normal department embraces about one-half, and the Model or High-School and Primary departments the remainder. Two-thirds of the Normal students are females. All departments are at present carried on with the greatest efficiency and success.

The following are the names of the Faculty as at present organized :

RICHARD EDWARDS, Principal, and Instructor in the History, Science and Methods of Education.

EDWIN C. HEWETT, Instructor in Geography and History.

JOSEPH A. SEWALL, M.D., Instructor in the Natural Sciences.

THOMAS METCALF, Instructor in Mathematics.

ALBERT STETSON, Instructor in Language.

MARGARET E. OSBAND, Instructress in Grammar and Drawing.

CHARLES F. CHILDS, Principal of the Model School.

LIVONIA E. KETCHAM, Preceptress of Primary Department.

The object of the University, as set forth in the charter of incorporation, is "to qualify teachers for the common schools of this state, by imparting instruction in the art of teaching, in all branches of study which pertain to a common-school education." This object is continually kept in view, and all instruction directed to this practical result.

The best spirit animates the students as a body, and it would be difficult to discover an institution where greater industry and more pains-taking faithfulness are uniformly manifested.

In the business of instruction the Normal methods are rigorously adhered to. The teachers aim to make a vigorous stand against the superficiality still so prevalent in American Seminaries. *Non multa sed multum* is their motto. Whatever the particular study may be, the object is to bestow upon it the most careful and minute investigation. It is not considered a matter of great moment to take a class over many pages of the text-book, but rather to teach in a thorough and exhaustive manner only so much as the time allotted will allow. It is deemed of paramount importance to establish a just method of study, such as may hereafter be successfully applied by any student in any department of knowledge.

The pupils of the higher Normal classes are required to teach one term at least in the Model School, under the immediate supervision of the Principal. A Teachers' Exercise, so called, is held once every week, which is attended by the University- and student-teachers, and such other students as choose to do so. After a brief examination of a class by its student-teacher, the class is dismissed, and an hour is spent in general criticism upon the manner and methods of the teachers, and discussion of the topics suggested by the same. These exercises are very fully attended, and are believed to be of great practical importance. It is meant that no student shall receive the diploma of the University who has not proved himself, by actual experience, competent to perform the practical duties of the profession.

The Museum and Library of the Natural-History Society (the finest in the state) are located in the University building, to which students in the Natural Sciences are allowed access under suitable restrictions. Many students gladly avail themselves of the privilege thus afforded, and the assistance in their studies thus obtained is invaluable.

The subject of Physical Exercise receives the attention which it merits. All members of the University participate daily in a concert-exercise in Free Gymnastics. These exercises are specifically designed to enlarge the capacity of the chest, and give symmetry and



grace, as well as strength, to the muscular system, and are accompanied with music. They are entered upon with vigor and zest. In their immediate effect they are highly exhilarating, and to them may the uniformly excellent health of the students in no small degree be attributed.

It is proposed to extend the advantages now afforded by the institution by holding, in connection with it, a Teachers' Institute of six or eight weeks' duration, at the commencement of the next school year. This will be conducted as such institutes are usually conducted, and will be open to all teachers of the state who may be able to attend. Each of the University instructors will devote an hour each day to the institute exercises, which will be of a varied and practical character.

The two literary societies (which embrace all the students of the Normal department, and such members of the Model School as have attained the age requisite for admission to the Normal department) are both in a highly flourishing condition, and are justly regarded as valuable auxiliaries in the mental and social culture which it is the high aim of the University to promote.

Special attention is paid in the administration of the institution to the exertion of a *healthful moral influence* upon all who are gathered within its walls. Every effort is put forth to cherish and strengthen in all the students those high moral principles which alone form the basis of genuine manly and womanly character, and which will render those who go forth from this institution able to raise the general standard of morality, as well as intelligence, wherever they may dwell.

Thus most truly will be promoted the highest welfare of the noble state whose munificence erected and whose liberality supports this fountain of intelligence, from which shall long continue to flow life-giving streams, that shall make glad the heart of the remotest dweller within her borders.

S.

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It would be infinitely better and wiser to employ suitable persons to superintend the exercises and amusements of children under seven years of age in the fields, orchards, and meadows, and point out to them the richer beauties of nature, than to have them immured in crowded school-rooms in a state of inaction, poring over torn books and primers, conning words of whose meaning they are ignorant, and breathing foul air.

DR. CALDWELL.

## EDITORS' TABLE.

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### EDITORS' CHAIR.

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OUR PROSPECTS.—It was with gloomy forebodings we looked forward at the close of the last year to the beginning of the new. We were anxious for the success of the State Teachers' Association, fearing that in these troublous times teachers would forget what they owed themselves, the schools, and the state, and remain at home. In the February number we ventilated somewhat on that subject, giving strong expression to our feelings of satisfaction and delight at the entire success of our annual réunion. It was a complete triumph over the adverse circumstances of the times, and proved that our profession is 'up and doing'.

That which was the greatest source of trouble in our mind was, What is to become of the *Teacher*? Will the increased prosperity of the last year justify the expectation that the teachers of the state will rally to the support of their journal, by renewing their subscriptions promptly, by seeking to extend its usefulness by getting others to take it, and by contributing to its pages such matter as will make it more interesting and more valuable? We have been disappointed, not vexed and disheartened, but gratified and inspired. Compared with the last year's meeting we more than doubled the subscription at Rockford, and since then the number of dollars received gives pleasing evidence of the satisfaction with which the *Teacher* has been received during the last year. The increased amount of advertising gives gratifying assurance of the value of our monthly as a means of extending a knowledge of the wants of schools and school men. These facts are a source of no little satisfaction to us. We desire to make our *Teacher* a real, live, wide-awake institution, invaluable to all teachers, both old and young, professional and temporary, for its educational news, and for its literary merit.

We render most cheerful thanks to those who have aided us by their subscriptions, by their kind words and sympathy, by their efforts to extend our circulation, by their advertising, and by the effusions of their pens. We shall try to continue to merit all such favors, and hope the increased effort on our part will only stimulate our friends to greater exertion in behalf of the glorious cause.

To our contemporaries we feel under special obligation for the many kind and flattering notices we have received. We assure them that no labor shall be spared to retain their good opinion and kind wishes.

THANKS.—We were gratified to receive a copy of the *Lake Superior Miner*, a handsome little paper, published away up north in Ontonagon, Michigan, among the copper mines, and edited by J. W. Crozer. We supposed that country was too full of Indians and wolves to be able to support a weekly paper. We are gratified by the kind mention of the *Illinois Teacher* by friend Crozer, and will try to justify his good opinion.

#### PERSONAL.—

We see from the *Knox Republican* that Mr. J. H. Kuapp is writing a series of articles for the benefit of the teachers. The first of the series is upon teaching little children to read, and is a practical and suggestive article. There is nothing in the whole range of school instruction more important than the elementary teaching of little children, and yet there is no branch that is so little understood. We are glad to see the Press made the means of conveying to teachers and parents some valuable hints upon this topic. We hope Mr. Kuapp will continue his series for considerable time, as the subjects of such instruction are of indefinite number, and incalculable importance.

CHARLES E. FAY, Commissioner of Lake County, is making a tour of observation through the schools, and publishes the facts as he finds them and the impressions made upon his mind. One rather peculiar feature of Mr. Fay's Notes is that he speaks of schools, school-houses and teachers as they are, hoping by frankness and honesty to correct the errors and deficiencies complained of. This is not the course commissioners frequently pursue who desire a reelection. We rather guess Mr. Fay is not a candidate for reelection. Still, perhaps honesty is the best policy after all. We would always rather see it, as far as schools are concerned.

We have received a kind letter from Capt. HENRY L. FIELD, Co. C., 124th Ill., inquiring for the proceedings of our State Teachers' Association. We send them with much pleasure. There are many of those with whom we have been accustomed to meet in our yearly convocations, whose places were vacant at the last meeting. They are serving the state in another capacity. We hope it may be our good fortune to meet them all again and give them a fraternal welcome. May God preserve and bless the Soldier Teachers.

Capt. WM. S. WOOD, Dixon, Ill. We regret to learn that our friend Capt. Wood was wounded and taken prisoner in the terrible battle of Murfreesboro. The 34th Ill. was sadly cut up, but maintained their integrity against fearful odds. We hope Capt. Wood's last wound may not be more serious than the one received at the battle of Pittsburg Landing.

OUR ADVERTISING SHEETS will be found more than usually full and attractive this month. We present new advertisements from Ivison, Phinney & Co., Barnes & Burr, Crosby & Nichols, Charles Scribner, and S. C. Griggs & Co., all of which will well repay a careful examination.

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#### LOCAL INTELLIGENCE.

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CHICAGO.—The regular monthly Institute was held on Saturday, February 14. The exercises were—Singing by scholars from the Moseley School; the Paper by the Haven; a Debate, induced by the statement of Mr. Wells that complaint was made of the teachers for recommending particular book-stores and books to the scholars; the term *books*, in this instance, however, meaning simply *Sherwood's Writing Spelling Book*—participated in by the Superintendent on the one hand, and Messrs. Woodard, Merriman, White, Cutter, Spofford and Broomell, on the other. The opinion of the principals was that they stood in a false light before the Board, who had taken the false statements of certain parties for truth, seemingly without any efforts to arrive at the true state of affairs. The Superintendent thought the principals were to a certain extent at fault in not consulting with the members of the Board, and relieving themselves of the odium of having acted contrary to their wishes.

The Paper suggested the appointment of a Committee to express the feelings of the Institute regarding the loss by death of Misses Hawley and Whitehead, and the propriety of asking the Board to establish a rule for the closing of the schools for a day whenever a death occurs among the teachers.

The Institute appointed Misses Austin, Dow and Sherman as the Committee, who reported the following resolutions, which were unanimously adopted:

*Resolved*, That we, the teachers of Chicago, mourn the early removal of our coworkers, Misses Sarah A. Whitehead and Cordelia M. Hawley, from our common field of labor, in which they have wrought with so much zeal and usefulness.

*Resolved*, That we tender to the families of the departed our cordial sympathy, in this the hour of their bereavement; and while we deplore their loss on earth, we recognize the Infinite Wisdom which has thus early removed them to higher labors.

*Resolved*, That a copy of these resolutions be published in the daily papers of the city, and forwarded to the friends of the deceased.

We are sorry the second suggestion was not adopted. No action has been taken in the Board on the death of these teachers, nor was the Committee on the schools in which they taught present at the funeral. These omissions have caused a considerable amount of unfavorable comment from the public, for which there ought in future to be no occasion.

After recess the Institute divided into sections, with exercises as follows: Section 1, History, by W. Woodard; 2, Colburn, by Miss Reed, of the Scammon; 3, Form, the Five Regular Solids, by Miss Reed, of the Moseley, and a Dictation Exercise by Miss Merriman; 4, Form, by Miss Austin, of the Ogden; 5, Reading, by Miss Young.

The proprietors of the Washington Skating Park gave free admittance to the school-children from 9 to 3 on Saturday, February 7, and had the satisfaction of seeing the jolliest time on the records of the Washington, and of knowing that they had made four or five thousand children happy for six hours.

The new Report of the Board is in press, and will be out in the course of the present month.

Mr. WILLIAM J. ARMSTRONG, Principal of the Kinzie, has sent in his resignation, to take effect when his successor shall be appointed.

Among those examined February 17 for the position, we noticed Mr. James Johnnot, of Joliet, and Capt. A. R. Sabin, the new tenor singer of the Musical Union Concerts.

The new City Charter abolishes the present Board of Education, and provides for the appointment of a new Board by the new City Council in April.

It adds Bridgeport and Holstein, with about four thousand inhabitants, to the city, thus creating two new school-districts, making sixteen in all, and giving the city a population of about 137,000.

The Superintendent of Schools is hereafter to be elected biennially, by the Board of Education, subject to the approval of the City Council.

It is made the duty of the City Council and Board to establish a school for *negroes and mulattoes*, and neither of these classes can, after the establishment of this school, attend any school at which white children are taught. As negroes are defined to be "the descendants of the black race of Africa," and mulattoes the offspring of one black and one white parent, it follows that octo-rooms and all other colored children less than half black are not by the words of the act excluded from the schools for whites, and the colored school will be, without doubt, the most exclusive and aristocratic of the city schools, since in the Grammar Department of the Jones School there is but one, and probably not twenty in the whole school, who would be sent out, and the Jones had last year 92 out of 172 colored children in the schools.

The charter also contains a provision for the forfeiture of position of the Superintendent, Teachers, or any other employés of the Board, who may directly or indirectly be interested in the sale of books to the scholars. Is n't it rather a picayune matter to insert such a clause as that in the charter of a great city like Chicago, just to dispose of a poor fellow in the tenth ward, who is trying to get a living?

DIED.—In Chicago, at the residence of N. S. Higgins, Esq., on Thursday, Jan. 22d, Miss CORDELIA M. HAWLEY, of the Haven School, daughter of Lyman Hawley, Esq., of Fairfax, Vt., and sister of Dr. Sidney B. Hawley, formerly of Chicago, and now surgeon of the 35th Illinois Volunteers.

Also, January 29, Miss SARAH A. WHITEHEAD, eldest daughter of Rev. Henry Whitehead, and assistant teacher in the Jones School, aged 22 years.

Miss Hawley was a native of Vermont, and has been teaching in the city for some two years and a half; but it was not our fortune to know her intimately as a teacher. Our acquaintance has been rather as a companion, and we have pleasant memories connected with her. Always pleasant in her intercourse with other teachers, she was quiet and cheerful in her school-room, and in her daily walk accomplished perhaps more than many teachers of more pretense. We remember her as always earnest, patient, and faithful in the discharge of her duties, and at the same time ready to reciprocate any kindness and attention from her acquaintances, and to aid them in any way in her power.

Knowing Miss Whitehead as a teacher, and joining with teachers in this tribute to her memory, her many excellences in her vocation come first and most clearly to mind. We remember how her quiet, never-flagging energy, as she moved among her scholars; how the promptness of her corrections, the justice of her praises, exceeded her reproofs, commanded our admiration, and won the love of her cheerful, happy-looking scholars. We miss her at school, we think of her at home, recollecting with wonder how she united youthful purity of mind with that cheerfulness of temper which is the prerogative of matured experience and faith.

It is more than four years since we have been called upon to make so sad a record; but at length the 'Angel of Death' has been sent to us: He whispered in the ear of two of our number, and they are not, for God hath taken them. We would have said "Stay thy hand a little longer, O Death"; but Infinite Love and Wisdom said "To die is gain." And what are we that we should rebel against God? He hath spoken even to us, and we are silent. No response save from our own hearts, as they send back the echo "You, too, ere long." Of those who are gone it is not ours to speak: they have left *Mothers*, and *Love* knows best how to bestow praises on the dead. We only know 'their record is on High'.

J. M. A.

SYCAMORE.—The 'Graded School' building in Sycamore, this state, was entirely destroyed by fire recently. The loss is about \$10,000, insured for \$5,000.

#### NOTICES OF BOOKS, ETC.

INTRODUCTORY COURSE OF NATURAL PHILOSOPHY: for the use of schools and academies. Edited from Ganot's Popular Physics. By Wm. G. Peck, M. A. New York: A. S. Barnes & Burr. Pp. 504.

This work is prepared by Prof. Peck from the works of Prof. Ganot. The book treats of General Principles, and Mechanics of Solids, Mechanics of Liquids, Mechanics of Gases and Vapors, Acoustics, Heat, Optics, Magnetism, Statical Elec-



tricity, Dynamical Electricity, Electro-Magnetism, Applications to Machines. This is a gem of a school-book for its clear type, its varied and beautiful illustrations, and the general elegance in style and finish. It is an attractive and valuable school-book.

**THEORY AND ART OF PENMANSHIP.** A Manual for Teachers, containing a full statement of Payson, Dutton & Scribner's celebrated method of teaching, including class drill, writing in concert, criticism and correction of errors, hints toward awakening interest, etc.; together with a complete analysis and synthesis of script letters, as developed in their series of writing-books. Boston: Crosby & Nichols. New York: O. S. Felt. 1863. Pp. 152.

Externally this book is a beauty. We open it and find that the interior corresponds fully with the outside. The article we publish in this number on the subject of Penmanship will, with its elegant illustration, give some idea of the character and value of this little Manual. There is one chapter alone that to us, as a practical teacher, is worth ten times the price of the book. We refer to that which gives instruction how to *drill a class* in writing. But read the series of articles in the *Teacher*, send for the Manual, study it, then get Payson, Dutton & Scribner's copy-books, and your writing equipment is complete.

**ADAMS'S SCHOOL REGISTER:** for the use of Public and Private Schools, Academies, and Seminaries. Designed for recording the attendance, punctuality and deportment of each pupil belonging to the school. Rockford, Ill.: Adams & Blackmer. 1862.

**ADAMS'S SCHOOL LEDGER.** Designed as a permanent Record: condensed from the above Register.

**ORDER BOOKS: DIRECTORS' RECORD BOOKS: TREASURERS' BOOKS: ELECTION NOTICES,** etc.

Some time ago we strayed into Adams & Blackmer's office and sales-room in Rockford, and were surprised to see these books by the wagon-load ready to be shipped off to different parts of the state. It is a good sign of educational improvement when we witness a demand for school records, and especially such records as these. They are remarkable for their neatness and simplicity. Teachers may differ as to the extent to which records may be made profitable. In these every one may be suited. Some may prefer the Register alone, others the Register and Ledger; but one thing is certain, that any one who uses one or both in the way they should be kept will do a great service to himself and his school. Every district in the state should be supplied with Adams & Blackmer's School Records. Good schools can not be made without them or something answering the same end.

**EXERCISES FOR DICTATION AND PRONUNCIATION:** containing a large number of the most difficult words in the language, including nearly 300 military and war terms, together with a variety of useful lessons. By Charles Northend, A. M. New York: Barnes & Burr, 51 John-st. Chicago: Geo. Sherwood. Pp. 252.

This is one of the best books for spelling we have seen. A new book will not of itself teach spelling; there must be a live, wide-awake, earnest teacher to use it. This book, in the hands of a good teacher, like a fine tool in the hands of a skillful mechanic, will make all that is claimed for it—good spellers. The great variety of examples, and the different ways of presenting them, insure an interest in the subject by pupils that is often difficult to obtain.

**A CLASS-BOOK OF GEOGRAPHY:** Containing a complete Syllabus of Oral Instruction on (?) the method of Object Teaching; also, Map Exercises, systematically arranged for class drill. By E. E. White, A. M., Editor *Ohio Educational Monthly*. Cincinnati: W. B. Smith & Co. 16mo. Pp. 64.

A capital little book, presenting in a simple, practical form a method of teaching adapted to any series of Geographies. Commencing with the primary ideas

of time, place, direction, and distance, the pupil's first ideas of Geography are those of his own home, developed by means of imaginary walks in different directions from the school-house. Having become acquainted with his own village, city, or township, he next learns of his county, and then of his state.

Part Second extends the child's knowledge through the adjacent states to the United States, to North America and its surrounding oceans, to the other grand divisions and oceans, until it embraces the world. With a good set of outline maps, and this class-book, a skillful teacher would have little trouble in familiarizing scholars with the outline and important features of the earth's surface.

B.

**ST. PAUL'S EPISTLE TO THE ROMANS:** Newly translated and explained from a missionary point of view. By Rt. Rev. J. W. Colenso, Bishop of Natal. New York: D. Appleton & Co. 1863. 12mo. Pp. 261.

**THE SPIRITUAL POINT OF VIEW; OR, THE GLASS REVERSED.** An answer to Bishop Colenso. By M. Mahan, D.D. New York: D. Appleton & Co. 1863. 12mo. Pp. 114.

Two books of which our opinion is worth but little, but which are destined to make a stir in the religious world. We believe the general impression is, however, that Dr. Mahan completely demolishes the 'Zulu Bishop'. They may be had of S. C. Griggs & Co., Chicago.

B.

**THE BOOK OF DAYS.** A Miscellany of Popular Antiquities in connection with the Calendar. Philadelphia: J. B. Lippincott & Co. 12mo. Published in parts of 64 pages, at 20 cents each. Sent by the publishers, or by Jno. R. Walsh, Chicago, on receipt of price.

This valuable work is printed on new, elegant, and readable type, and illustrated with an abundance of fine wood-engravings. Under the head of Anecdote, Biography, History, Curiosities of Literature, and Oddities of Human Life and Character, are grouped together, for every day in the year, matters concerning the popular Festivals, Saints' Days, and other Holidays; Phenomena and Popular Notions and Observances connected with the Seasons; notable events, biographies and anecdotes connected with the days of the year; articles illustrating the progress of Civilization, Literature, etc.; and curious, fugitive and inedited pieces.

Eleven numbers have been published, carrying the time up to May 31. The Book of Days will amuse the children, instruct the old folks, and furnish material for whiling away many a winter evening which might otherwise be tedious.

B.

**THE SOLDIER'S BOOK.** A Pocket Diary for Accounts and Memoranda, for Non-Commissioned Officers and Privates. By Capt. R. N. Scott, Fourth United States Infantry. New York: D. Appleton & Co. Chicago: S. C. Griggs & Co. Price about 25 cts.

The design of this book is to afford the soldier's military history, to preserve an account of his pay and allowance, and to afford a sure means of communication with his friends in ease of death. It contains numerous tables, which enable him at a glance to see to what he is entitled and what he has drawn. In addition to present benefit, the *Soldier's Book*, if well kept, would in after years be a valuable memento of the time spent in braving the hardships of war. We should think it admirably calculated to fulfill its design.

B.

**MANUAL OF GYMNASTIC EXERCISES, FOR SCHOOLS AND FAMILIES.** By Samuel W. Mason, Master of the Eliot School, Boston. Boston: Crosby & Nichols. 1863. 12mo. Pp. 47. Price 25 or 30 cts. May be had of S. C. Griggs & Co., Chicago.

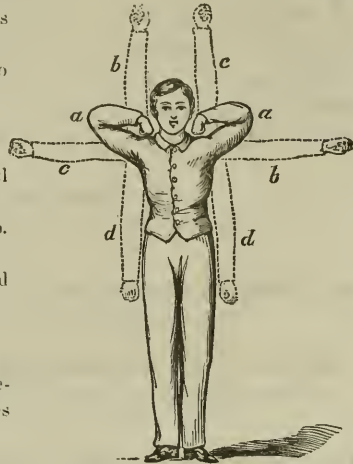
This is an exceedingly well arranged and valuable Manual of Calisthenics. The exercises have borne the test of experience, having been in use in the Eliot School for two years. They embrace several series, one of sitting positions, one of standing positions, and several adapted to such tunes as the John Brown Song,

Hail Columbia, Yankee Doodle, etc. They are all performed without apparatus of any kind, can be used any where, and are of such endless variety as to bring the entire muscular system into action.

We take from the Manual the following specimen exercise, which our readers will readily understand by the aid of the cut.

1. Fingers on top of shoulders, arms sidwise. Fig. 7. (*a*)
2. Right arm perpendicular and back to No. 1, three times. (*b*)
3. Left arm ditto. (*c*)
4. Both arms ditto. (*b* and *c*)
5. Arms alternately perpendicular and back to No. 1, three times each.
6. Fingers on shoulders, same as No. 1. (*a*)
7. Right arm horizontally sidwise and back to No. 6, three times. (*e*)
8. Left arm ditto. (*f*)
9. Both arms ditto. (*e* and *f*)
10. Arms alternately horizontally sidwise and back to No. 6, three times each.

B.



### TERMS OF ADVERTISING IN THE ILLINOIS TEACHER.

The annexed table shows the rates of advertising in the *Teacher*. Bills will be made out against yearly advertisers, and payment expected, twice a year—in the months of June and December. Advertisements inserted for parties who do not advertise with us regularly must be paid for on the expiration of the time for which they are ordered. Advertisers should in all cases state how many insertions are desired and how much space they wish to occupy; otherwise, their advertisements will be displayed according to the taste and judgment of the printers, continued till forbid, and bills be rendered accordingly. No advertisement will be counted less than  $\frac{1}{4}$  page. All material alterations of standing advertisements will be charged for at the rate of \$2 per page.

	1 mo.	3 mos.	6 mos.	1 year.
1 page...	\$8.00	\$20.00	\$35.00	\$60.00
$\frac{1}{2}$ page...	5.00	12.00	20.00	35.00
$\frac{1}{3}$ page...	4.00	10.00	16.00	26.00
$\frac{1}{4}$ page...	3.00	8.00	13.00	20.00

**N. C. NASON, Publisher.**  
Peoria, Illinois.

### A. A. GRIFFITH, ELOCUTIONIST,

IS prepared to make engagements to attend Teachers' Institutes, teach classes in Schools and Colleges, and of Professional men. An experience of more than **Six Years** in the best institutions in the Northwest, during which time he has met with the greatest Success in Teaching, and in his Public Lectures and Readings, enables him to give the best satisfaction in this department.

Address

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*Text-Books that have stood the Test of Experience.*

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## GRAY'S BOTANICAL SERIES.

THIS Series, by ASA GRAY, M. D., Fisher Professor of Natural Science in Harvard University, of whose world-wide reputation it is needless to speak, presents the most complete, accurate and scientific Text-Books on this subject in the language, and the ONLY ones recently approved and commended by educated botanists. They are used in **56** Academies in the State of New York.

### **I. HOW PLANTS GROW.**

For Young People. With a popular Flora, with English names. 500 cuts.  
\$1 00.

### **II. LESSONS IN BOTANY & VEGETABLE PHYSIOLOGY.**

Illustrated by 360 Drawings from Nature. \$1.12.

### **III. MANUAL OF BOTANY WITH GARDEN BOTANY.**

A complete Flora of the Northern States east of the Mississippi, including Virginia and Kentucky. \$2.00.

### **IV. LESSONS AND MANUAL WITH GARDEN BOTANY.**

The three bound in one. 980 pages, containing all the Illustrations in the Lessons (360) and Drawings in the Manual, on tinted paper. \$2.50.

### **V. THE MANUAL ILLUSTRATED.**


Containing the Mosses and Liverworts, with beautiful Lithographic Drawings.  
\$2.75.

### **VI. STRUCTURAL AND SYSTEMATIC BOTANY.**

A revised edition of 'Botanical Text-Book'. 1300 cuts. \$2.50.

The simple and perspicuous descriptions in the text are happily supplemented by numerous illustrations exquisitely engraved by Sprague.

Prof. JOHN TORREY, of the U. S. Assay Office, who may be regarded as the father of American Botany, writes "Gray's 'Manual', with the new 'Lessons in Botany' and 'Botanical Text-Book', are all that can be desired by teachers of this branch of science in our schools, academies, and colleges."

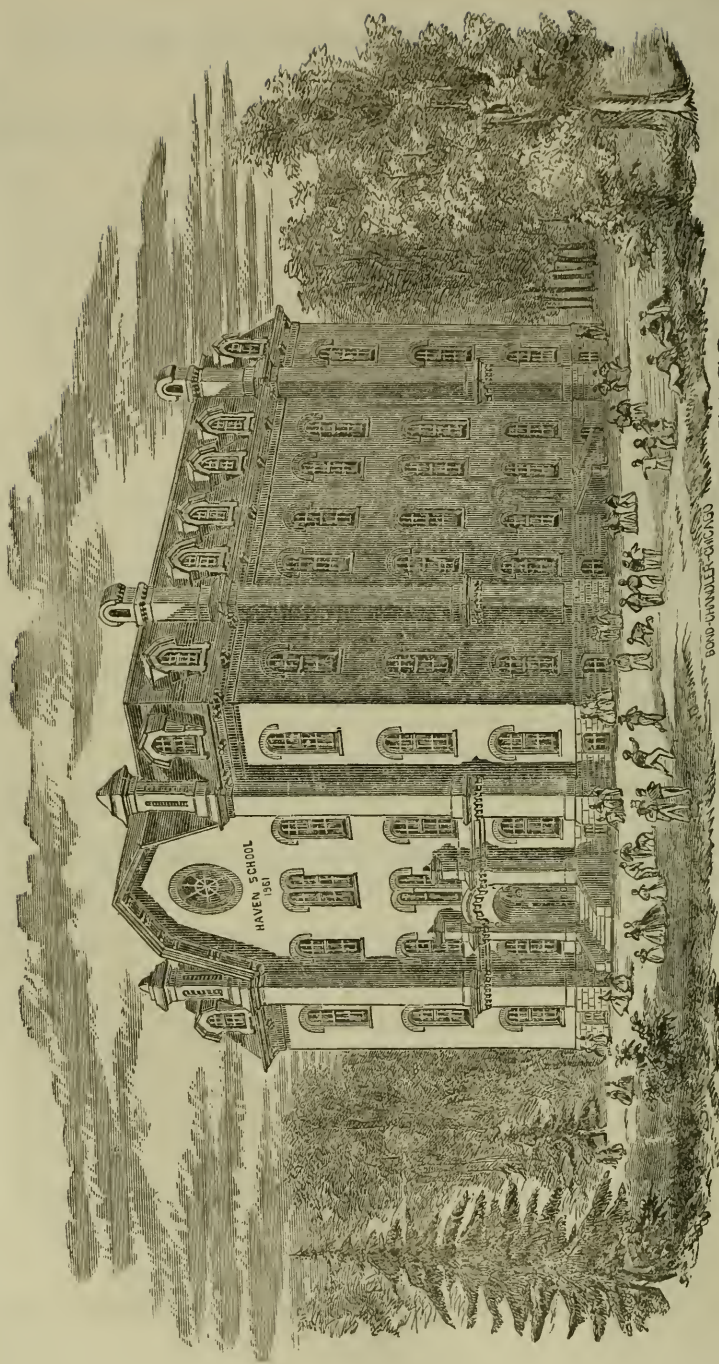
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**IVISON, PHINNEY & CO., New York.**

**S. C. GRIGGS & CO., Chicago, Ill.**







HAVEN SCHOOL  
1861

BOND-UNDER-CARROLL

HAVEN SCHOOL BUILDING, CHICAGO.

# ILLINOIS TEACHER.

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VOLUME IX.

APRIL, 1863.

NUMBER 4.

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## PENMANSHIP.\*—NUMBER II.

—  
BY PAYSON, DUNTON AND SCRIBNER.  
—

IN our previous article we sought to show that Penmanship, though a humble sister in the Fine-Arts family, was a very important member of society, owing to her usefulness for record, correspondence, and tradition. We noticed the three features which should characterize her—Facility of execution, Legibility, and Beauty. We stated that as our system had been the pioneer in printing the copies on dry paper at the head of the page, and in arranging the letters according to the natural laws of form, by which so much has been done to advance the public taste and improve the general execution, so now, in furtherance of the same object, we had published a Manual for Teachers, by the faithful study of which the instructor might be fully furnished for his work in this department of education. We then proceeded to the analysis of the two alphabets, and showed that an exhaustive analysis discovered nine Principles, six of the small letters and three of the capitals. That the subjection of these principles to a similar process showed us five Elements—the straight line, and the four curves of an oval whose height was twice its breadth. The results of this analysis were shown in the Plate which accompanied the article, to which we again refer in this.

Before we proceed to the further development of our method of

\* *Theory and Art of Penmanship.* A Manual for Teachers, containing a full statement of Payson, Dunton and Scribner's celebrated method of teaching; including class-drill, writing in concert, criticism and correction of errors, hints toward awakening interest, etc., together with a complete analysis and synthesis of script letters, as developed in their series of writing-books. Illustrated with engravings. Boston: Crosby & Nichols.

teaching Form, we must pause to state one of the main features of our system. We ask the candid consideration of every earnest teacher. Our point is this: Writing must be taught in *Concert*—can be taught in no other way. Is it not from the grading of our scholars that such rapid advance has been made in general education? What can be done with a class in arithmetic, geography, or any other study, where each scholar has a different book or is in a different place in the same book? There was a time when this individual method obtained. But, happily, it is different now. Penmanship alone has been 'left out in the cold'. It is very strange that it should be so. It is easier, from the frequent renewal of books, to unite them in this than in any other study. There is no objection to class-teaching in this that is not equally valid in any other. How is it, then, to be accounted for? There is but one answer: Writing has been neglected either because it was considered of less importance than other studies, or because the teacher did not know how to teach. Now, we ask teachers to consider the immense practical value of a good handwriting to every pupil on leaving school and entering on business, indeed throughout his whole life, and then say if any of the 'graphies and logies' can compare with it. Then, again, consider how the teacher's energies and toil are wasted when his pupils are all in different numbers and in different copies of the same numbers. He goes about among them, makes a suggestion here, a correction there, an explanation elsewhere, without the possibility of seeing that they are attended to. One simple fact proves the worthlessness of this method: the last line of the copy is almost universally *worse written* than the first. Can this be teaching writing?

If any one asks How can I get my class together? we answer, Give out some waste paper to those who have nearly finished their books, and let them practice on that till the others catch up. Thus it will be easy to make all finish together. Then take an elementary number like our No. 3, which contains exercises on the Principles, Groups of Letters, and the simplest forms of the Capitals, and commence a thoroughly systematic course of instruction according to our Manual. You will be astonished and delighted at the result. If you are yourself a poor writer you need not be discouraged: your pupils will have perfect forms in the copies. You can draw on the board the imperfect forms you find in their work for criticism.

We will suppose the class now prepared to write in our No. 3; and it may be well to observe here that we have never found a class dissatisfied with this return to an elementary book, if it is simply put to them as a review, and especially when they are able to mark their



improvement from copy to copy. The teacher takes his place at the board, facing the pupils. *T.* What do you see on the first page? *C.* The copy. *T.* Any thing else? *C.* Lines. *T.* Which way are the lines drawn? *C.* Some across, some up and down. *T.* Horizontally and vertically. What are the horizontal lines for? *C.* To write between. *T.* The vertical? *C.* To separate the groups of letters. *T.* What is the copy at the head of the first broad column? *C.* Four u's. *T.* Yes, the letter u repeated four times. When letters are joined together they are said to be *combined*; the line which joins them is called *the combining line*. (He draws the double horizontal lines and the two column lines on the board, and writes the four u's like the copy. He then draws two short vertical straight lines.) What printed letters can I make out of these two straight lines? *C.* n and u. *C.* How? *T.* n by joining the second to the first at the top by a curve; u by joining the first to the second at the bottom by a curve. *T.* Which are the main lines, then, in these letters? *C.* The straight lines. *T.* Compare the written u with the printed one: are the main lines still straight? *C.* Yes. *T.* Is there any difference in their position? *C.* Yes, sir, they are oblique in stead of vertical. *T.* What is the upward curve for? *C.* To connect the two main lines. *T.* What is the turn at the bottom for? *C.* To unite the connecting line and the main line. *T.* Could they be united in any other way? *C.* Yes, sir, at the beginning of the u, the connecting line and the main line at the top form an angle. *T.* Such a union we term a connection. Look again at the printed u, does it begin with a connecting line. *C.* No, sir. *T.* Why? *C.* Because in print the letters in a word all stand separate. *T.* In writing they are united. What name did I give to the line which unites letters? *C.* Combining line. *T.* Notice, then, that every letter in script begins and ends with a connecting line. Now how does the combining line arise? *C.* By the closing and commencing connecting lines running into one another. *T.* Look at the copy. All the main lines have the same slope. All the connecting lines have the same slope. The combining lines alone vary in slope according to the necessities of combination, as we wish to have the letters nearer together or further apart. Primary analysis is the separation of a letter into its principles. Secondary analysis is the further solution of the whole into its elements. What is the primary analysis of the letter u? *C.* E.3+P.1+P.1. *T.* Secondary analysis? *C.* E.3+2( $\frac{3}{4}$  E.1+ $\frac{1}{4}$  E.2+ $\frac{3}{4}$  E.3). *T.* I write it on the board as you have told me, and put the E. of element 1 in Its, to show it is the main line. Look at the copy. Which slope most, the connecting lines, or the combining lines? *C.*

The combining lines. *T.* Yes; remember that the main lines have exactly the same slope, and so do the connecting lines. That the first turns of each are exactly alike, as are also the second turns, except that of the last *u*, which is like the first. Where does the first *u* begin? *C.* On the base line. *T.* Notice exactly how far from the column, and begin yours the same. Where does the last *u* end? *C.* On the head line. *T.* Be sure and end there. What is the width of the *u*? *C.* The same as the vertical height. *T.* One more question: Which side of the turn slopes most? *C.* The right side. *T.* I want you first to trace the copy with dry pens; you will make one upward and one downward stroke for each count. (Showing them on the board) 1, from the base to the head line; 2, down to base; 3, up to head; 4, down to base; 1, up to head, with more slope for combining line, etc. What kind of line is 1? *C.* A curve. *T.* What kind of line is 2? *C.* Straight for three-fourths of its height, with a bend at the bottom for the left side of the turn, etc. *T.* Observe the exact shape of the turn. Let 3 shoot right out; do not make a great round turn with it. Now, trace. Ready. Put your pens on the precise spot you are to start from and your eyes on the book. 1, 2, 3, 4, 1, etc. Let the class trace several times. Then let each try the group on waste paper by count. After they have written two or three groups, ask such questions as these: How many have the main lines straight? The main lines with the same slope? The turns like the copy? Too broad? Too narrow? The letters of the right width? Too broad? How can you make them narrower? (By giving the connecting line less slope.) Too narrow? How many began right? Ended right? Then let them write again. After two or three more groups, written down a column, each one giving attention to correct his faults, ask similar questions. Go about among them, observe the most prominent errors, and draw them on the board. Let the class criticise. Next, write in the copy-books. Take up one point at a time for criticism. For instance: How many ended right? Five or six perhaps put up their hands. Bid them try again, and tell them, even if they have to make a long tail, to end just as near the column line as the copy does. How many have ended right this time? If they have followed your directions all will. How many had the letters properly distributed? Try again. How many now? As soon as this point is settled, take up the main lines, get them straight through three-fourths. Thus continually aiming at improvement in one point after another, the last line of the last column will be almost, if not quite, equal to the copy in the large majority of the books.

But space warns us to close. In the Manual we have given several lessons on the above plan, one on each of the different divisions of the subject, besides their scientific statement in the first part of the work. In our next article we propose to give another plate, showing our analysis and method of teaching the Capitals.

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## INFORMATION ON COMMON OBJECTS.

INTENDED AS MATERIAL FOR ORAL LESSONS.

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**IVORY.**—Ivory is the hard, bony substance forming the tusks of several animals, as the elephant, hippopotamus, and walrus. The chief supply of elephant ivory comes from Africa, about 500 tons being imported yearly. The tusks frequently weigh from fifty to seventy pounds, and are occasionally much larger. Elephant ivory is a white, translucent substance, mainly composed of the same materials as bone, possessing a very fine, close grain, extremely hard, yet slightly compressible by great force, and elastic. Cut into thin layers it has a greater degree of transparency than paper of the same thickness. The semi-transparency and whiteness of ivory, together with its fine, even surface, render it the best known substance for the ground-work of small, delicate paintings, such as miniatures: it is also employed by the turner for various articles, as well on account of its beauty and hardness as from its being less liable to crack than bone. Dentists use the ivory of different animals for making artificial teeth, its hardness and color peculiarly adapting it for such a purpose. It is also employed by the carver as the material out of which small figures and other ornamental devices may be made.

**PARCHMENT.**—Parchment is a writing material prepared from the skins of sheep and goats, which are first soaked in lime and water, in order to remove any greasiness and to loosen the wool, so that it can be removed by scraping. They are then tightly stretched over a hoop or on a wooden frame, and with a large knife pared or scraped down on both sides so as to render the surfaces smooth and even; they are then finished off with pumice-stone and allowed to dry slowly; the latter processes are repeated until the surfaces are considered sufficiently smooth. Parchment is the material on which legal writings—such as leases of land, deeds, etc.—were in former times generally made: it was employed for these purposes in consequence of its being much stronger than paper, and less liable to in-

jury from dampness and other causes. It is used for college diplomas, for some musical instruments, as drums and tambourines, for binding account-books, making luggage-labels, and other purposes.

LAC.—This resin is produced mainly upon the Banyan tree, by an insect which punctures the bark and forms the exuding juice into cells for its eggs. It occurs in commerce in three forms: *Stick-lac* is the resin in its natural state, incrusting small twigs. Containing, as it does, the dead insect in its structure, stick-lac yields, by proper treatment, a dye nearly or quite as bright as cochineal. This is the artist's color called lake. When broken off and boiled in water it loses its red color, and is called *seed-lac*. When melted, strained, and reduced to a thin crust, it is called *shell-lac*. United with ivory-black, or vermilion, it forms black or red *sealing-wax*. Dissolved in alcohol or other menstrua, by different methods of preparation, it constitutes various kinds of *varnishes* and *lacquers*. *Gold varnish*, used on brass work, is a solution of shell-lac in alcohol, colored yellow by gamboge and turmeric. It is also extensively employed in the manufacture of hats, for stiffening the body. Lac is exported from the East Indies at the rate of half a million of pounds annually.

SEALING-WAX.—Sealing-wax is prepared by melting together shell-lac and about one-quarter of its weight of Venice turpentine: to these ingredients are added, for red wax the pigment vermilion, and for black lamp-black; these substances are well mixed, and rolled into cylindrical rods on a hot, smooth marble slab; these rods are cut into sticks of the proper length, polished by exposure for a few moments to a charcoal fire, and marked by a stamp with the maker's name; oval sticks are formed by casting the wax into moulds of the desired shape.

Inferior kinds of wax, such as that used for covering the corks of bottles, are made from common resin and red lead, or other coarse coloring material.

Sealing-wax is a hard, easily fusible substance, capable of catching fire when placed in the flame of a candle, and of burning steadily; the heat given out by the blazing portion melts another part, which falls down in drops in a fused and adhesive state, capable of adhering very firmly to paper or any other porous substances: it will not, however, unite to the polished face of a metal or stone seal. In its melted state sealing-wax is sufficiently plastic to receive any impression stamped upon it, which it retains as it becomes solid. The ordinary resins do not answer for sealing-wax, because they are so fusible as to melt in the flame before they are sufficiently heated to take fire.



## THE PASSION-FLOWERS OF LIFE.

THE setting sun was sinking fast  
Behind the heath-elad moor,  
And as he fell, his rays he threw  
Upon a cottage-door.

An *old, old* man sat in the porch,  
His gray head moving slow,  
For eighty years had round it wreathed  
Their coronal of snow.

A grandeur to his agéd locks  
By the bright sun was given,  
Shedding a halo on his head  
As if 't were ripe for heaven.

Upon his knee, by boisterous play  
To slumber deep beguiled,  
There slept a flower of God's own land,—  
A darling little child.

A little, tiny velvet hand  
Within his own was pressed ;  
A little, tiny golden head  
Lay nestling on his breast.

The old, old man, with trembling lip,  
A blessing breathed of love ;  
And sure am I that old man's prayer  
Recorded stands above.

Though 'Time the Reaper' on his brow  
His silver stamp had set,  
And heaven called, one link of gold  
Bound earth to heaven yet.

Of gold ! yes, even *angels* bow  
Before that influence mild,  
God's dearest, purest gift to man,  
A loving little child.

And thus the buds of childhood's love,  
Amid our daily strife,  
Bloom ever in their tenderness,  
The Passion-Flowers of Life !

Good Words.

KEEP SCHOLARS BUSY.

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It is common on entering many of our district and village schools to find more than half the scholars idle. There they sit, books and slate before them, but their restless eyes rolling around the room in search of amusement. The boy or girl of lazy temperament is content, very likely, to remain in a state of masterly inactivity, passively doing nothing; but your smart chap, your urchin of fun-loving propensities, with one eye ever on the teacher, seizes the first chance to produce some minor comedy which shall bring down the applause of the house and the wrath of the master.

Now, it is a great annoyance for teachers to have vacant faces continually watching their movements from every part of the room. At any rate, we never could endure it. The maxim "An idle head is the devil's workshop" is at once suggested: we have a presentiment that there will soon be mischief brewing. Our historical reading tells us that visionary, unoccupied brains, like Rienzi and Robespierre, make more trouble in the world than the steady, industrious Lawrences and Rothschilds. So we insist on constant employment by the pupil.

But how are children of ten or twelve to be kept busy? Their lessons are generally few and simple: reading, spelling, arithmetic, geography; and these are barely sufficient to engage their attention during the six hours. In town schools, where scholars of the same acquirements are all nicely graded in one department, besides text-book recitations, oral lessons and divers exercises may be employed to occupy the pupil in continual activity. Your perplexed martyr, however, of a mixed country school, with one room crowded with genius in all stages of development, must dismiss his classes after very cursory examination, and leave them the greater part of the day to themselves. As soon as the little class have taken their seats after recitation, they often attack the lesson that is to come next very vigorously for a few moments, but soon resign themselves to indifference or mischief until it is time to go up again. In vain you remind of duty; the most pathetic admonitions are of no avail. "Joshua, study your lesson!" "Dorothea, look on your book!" fall alike on unheeded ears.

The following are some of the expedients with which we employ the leisure hours of little heads:

I. If they are preparing their reading, and have got tired of look-

ing it over, require them to copy the piece on their slates. This will very likely occupy their energies till called to read : it will also answer the double purpose of improving their orthography and penmanship.

II. In a similar manner insist on their copying the spelling-lesson, and writing a sentence about each word, so as to show that its use is understood. If the little indomitable Humboldts accomplish this so speedily as to still give signs of roguish vitality, then assign a familiar subject for a short composition.

III. Regularly require maps of whatever state or country they are studying. Suppose the class are at Indiana, and Eugene, on being interrogated as to his idleness, certifies that he knows his lesson and has drawn his map ; request the lad to furnish in addition a neat outline of the Western States, as a reward for his rapid success.

IV. In arithmetic, after having performed all the examples in any of the elementary rules which you may have given, ask them to form some for themselves.

V. Frequently you may call the imitative faculty into requisition. Set the yawning pets at sketching with slate and pencil the animals or landscapes in the geography or reading-book. You may thus be the blind instrument of awakening a dormant talent for art, which in future years shall emulate the triumphs of our Stuarts and Wests.

STERLING, Feb., 1863.

W. W. D.

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## PARTIALITY IN SCHOOL.

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FEW complaints annoy the practical teacher more than that of partiality in school. The philosophy of government is seldom understood and applied in judging of the government of schools. Different treatment of pupils, made upon the strictest philosophical principles, frequently engenders alleged partiality, one of the most active of school poisons. The *true* teacher finds no antidote for this virus in removing the cause of complaint. He must patiently wait for a more enlightened public sentiment, and cultivate fortitude, that he may bear up under causeless reproach without murmuring or despondency.

The public employ the term partiality to express many and varied meanings. Special cases may, however, be readily grouped under general principles.

*No pupil should be treated ill in school.* A pupil, in public school, is entitled by right of membership to all the rights and privileges of the organization, so far as he is fitted to appreciate and enjoy them. His teacher can not require of him more than he can reasonably perform, or put him through a kind of apprenticeship of tasks. Neither should the teacher exercise toward him a cold and formal manner until a better acquaintance, nor an overbearing or exacting discipline to awe him into submission. True discipline needs no championship! The pupil stands upon a platform of common rights, and rich or poor, educated or ignorant, he justly claims his proper share of attention, kindness and sympathy from his instructor. The teacher can not modify his actions toward him by antecedent circumstances. He must grant him the common rights due every pupil by virtue of the bond between them.

Stern discipline must some times be administered, severe punishment inflicted, wholesome checks imposed, and sympathy with a certain line of conduct wholly withdrawn. Rarely, when a pupil becomes greatly demoralized, and is not removed by the board from the school, perhaps the teacher may withdraw from him his personal acquaintance and friendship, and warn others to avoid his society. But in his official character he must still give cheerful instruction, and kind and faithful admonition.

*Teachers have a private and an official character.* A teacher possesses, in the most liberal sense, all the rights of a citizen. He should be perfectly free to select his friends, to have his admirers, and those who do not particularly admire him. And if he hold the truth inflexibly, and be an earnest educator, he will generally have his enemies. The true test of his reputation, in this respect, is to ascertain whether his enemies are wise and good, or ignorant and vicious. If the latter, he should 'rejoice and be exceeding glad'.

In the teacher's official character he should be accessible to all, for he is a representative of the people. In him are bound up, to a degree unknown in this world, the destinies of multitudes of immortal minds. He is moulding character in its most plastic forms, not only for future life, but for eternity. Most parents are incapable of educating their children, and must commit them to teachers. To them the parent must look for a realization of his fondest hopes and most cherished plans. Here we see abundant reason why the humblest or most vicious should be received and counseled, in the teacher's official capacity, with the same freedom from prejudice, and faithfulness. In this official character can be displayed the most disinterested benevolence, the most faithful watchings over the wandering tendencies of



youth, the most patient investigation into the idiosyncrasies of character, the most noble forbearance with unfounded prejudice, and a dignity of soul which rises into moral grandeur, in becoming the earnest friend and faithful adviser of all who apply for counsel. No model is worthy of his imitation in this sacred character except that of the Great Teacher.

*All pupils are not to be treated alike in school.* The truth of this proposition becomes obvious to every attentive observer in the school-room. The different structure, ratio and development of mind and body; the previous habits, biases, and modes of education; the various temperaments, dispositions, and springs of action; the different advancement along the pathway of virtue and knowledge; the varied aims and desires, hopes and fears, and plans of life; the different ideals of human character and destiny, which give forth lights and shadings to human life, and run through all character to tinge every action; all these and many other things forbid it. Modes of education and discipline which would be beneficial to one mind would prove hazardous, if not positively disastrous, to another.

Stubbornness some times sends its roots deep down into a false education, and derives nourishment from false principles; and some times it draws its nutriment from unhallowed passions. The first needs a removal of the unnatural soil, and a letting in of the warm beams of truth to wither the noxious foliage; and the second needs the strong hand of discipline to restrain the ebullitions of passions, and to pluck up the unnatural shrub before it develops into an unyielding tree.

Different species of plants, in the natural world, find their habitats under the greatest diversity of circumstances. Some flourish under the vertical rays of a tropical sun, while others grow amid the rigors of eternal snow. Some seek the fertile valleys, while others cling to the naked rock. Some live in the margins and amid the steam of thermal springs, while others expand their snowy petals amid the crested waves of lake and ocean.

And who shall classify the species, describe the habitat, and designate the flora of flower, shrub, and tree, growing in the mental and moral worlds? Shall we supply these with the same kind and quantity of nutriment, and cultivate them in the same degree and manner, only to see many of them wither and die, or attain a dwarfed and abnormal growth? No careful cultivator of the soil would risk to raise a rare plant without first learning its season, and mode of cultivation and growth; and who shall estimate the value of the olive-plants around our hearth-stones, and dare lay upon them a ruthless or an unskillful hand?

*Some pupils in school should be esteemed more than others.* Should any distinction in the treatment or esteem of pupils be made in our public schools, some persons, and particularly those whose children were affected by the operation, would immediately raise the cry of partiality. The expressions 'partiality', 'fair play', 'no distinctions', 'treat all alike', 'no aristocracy', 'favoritism', and the like, are so frequently made by the public that some have come to believe that all pupils in our public schools should be treated alike. Ask these persons to define partiality, and they are immediately at a loss to express themselves, and a critical examination would probably prove them as profoundly ignorant of the fundamental principles of school-government as the young lady was of the laws of optics, who at the close of an exhaustive lecture upon the rainbow innocently asked her instructor why the bow was always seen immediately after the sun began to shine. And for fear they will not consult the authorities upon this point, I will add Dr. Webster's definition of partiality in this place. He says that "partiality is an *undue* bias of mind toward one party or side, which is apt to *warp* the judgment; that it springs from the will and affections rather than from a love of truth and *justice*." Has any teacher so far forgotten the sacredness and dignity of his official character as to sanction this unholy feeling in his administration, let him repent heartily, and 'go sin no more'. Perhaps he has made as great an error as those that suppose all pupils should be esteemed and treated alike in school.

Is merit to be recognized in every other decent government on earth, and yet be excluded from the school-room? Can not a pupil become deserving of the approbation of his teacher, and of a public acknowledgment of his claims to regard? Are the lines of moral distinction which run throughout the divine government, and are binding in all ages and countries, to be broken down and obliterated in our common schools? Shall diligence, and gentility, and punctuality, and cleanliness, and goodness, be esteemed no more than laziness, and boorishness, and tardiness, and filthiness, and viciousness? The teacher or board of education that does not foster goodness by esteeming estimable qualities, and merit by approving meritorious acts, has sadly neglected to perform the whole duty involved, and will eventually have an uncomfortable responsibility to meet.

Complacency, the love of one virtuous being for all other virtuous beings, is as universal as the law of gravitation, and is as binding upon all intelligent beings as that is in holding together the revolving worlds. The Almighty has exercised it in administering his affairs on earth since the world began, and will continue to administer upon

it for all the ages to come. It is the 'power behind the throne' which will be a mighty element to aid the teacher in restraining the evil tendencies of youth, in bringing moral order and beauty out of confusion, in quickening the moral powers of the expanding mind, and in placing the pupil upon a platform of law upon which he will stand or fall hereafter. He who directs the rays of the sun from a plant darkens it to an unnatural growth, and chills it to an untimely death. And he who steps outside the divine government, by introducing false principles, or erecting false standards, and shuts out the rays of divine truth from the mind, chills it to an unnatural growth, and leaves it to grope its way through the land of shadows down to perpetual night.

Let the teacher, then, learn law of the great Lawgiver, and build his school government upon the everlasting rock of truth, and administer it so wisely that he may at last return home 'rejoicing, bringing his sheaves with him'.

J. D. P.

CHICAGO, Feb., 1863.

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## O U R   D A I L Y   W O R K .

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It is usual to regard our schools as forming one extended chain, in which Primary Department, Grammar Schools, High Schools, and Colleges, are only so many links. As a consequence, the various courses of study are so arranged that each shall be a stepping-stone to the succeeding one; and there is one leading idea running through the whole. This idea is that, though facts are necessary as furnishing materials, and rules are useful as enabling us occasionally to step aside and do some odd job in the world, still the great end and aim of our schools is discipline, mental discipline, just as in the gymnasium the weights, the vaulting-bars and the spring-boards are of no use except as they invigorate the body. Is it not possible that this is a wrong notion, and that the objects of the different schools are different and demand different methods. For instance, our High Schools and Colleges contemplate a term of years and a completed course of study, with time enough for reasonable attention to all subjects. With the district schools—and I include here also grammar and primary schools as varieties of the district school—the case is very different. We work in these with the idea continually before us that each scholar may be spending his last day in school, we may

be giving him his last admonition before he starts on his travels. A large proportion of our children, it is said, do not reach even the end of our grammar schools, and have to build their after lives on the slender foundations they can lay in the lower grades. They do not want mental discipline so much as they want facts, and facts in such a shape that they can use them at once. And recollecting that they may leave at any moment, we should strive to give them that *first* which they will use *first*, and can not do without, and that *last* which they may not need at all. As our society is constituted, we must so shape our course as to have some regard to those who may ultimately reach the highest institutions; but our first duty lies with the large crowd who never will.

If the above remarks present the truth, we have two duties plainly before us. First, that our studies be practical; just those books and those parts of a book that every man expects to use daily, and as little else as possible till these are mastered, taking the subjects in the direct order of their necessity or frequent use: and, Secondly, to teach those studies practically, never forgetting, for an instant, that they are valuable only as the children can use them, and that for these children the general theory of equations is the veriest humbug. In this view it is of little importance that they can spell and define dodecahedrons and icosahedrons; that they understand the English method of notation, or roll duodecillions as a sweet morsel under their tongues; that they can prove their arithmetic by casting out nines, give the latitude and longitudes of the Tonga Islands, or number the dead and wounded in the several battles of the Revolution. But it is of great importance that they be able to read intelligently, and write intelligibly; to read and write figures rapidly; to add, subtract, multiply and divide so correctly as to need no other proof than a review of their work, or better still, no proof at all; and that they be familiar with the geography of their own country, and with all those local governments and interests with which they have to do. This is the key-note of the whole: they must commence with local interests. I am inclined to think that the old order of exercises tells nearly the whole story: "I 'm goin to study Readin, Writin, and Cypherin." I am glad that in our course of study history and grammar are postponed to those grades which so large a portion of our scholars will never reach. What use do the scholars make of the smattering they carry into the world of optics, conchology, or geometry, beyond those things they learn at home, and in spite of the teacher? How many rise early from a desire to be healthy, or eat less or more slowly because they have been taught that digestion is impeded by imperfect



mastication or an overloaded stomach? The spots on the sun or the fossiliferous rocks may occasionally help poor boys to earn their bread, but not often. A little learning is only less dangerous than no learning at all; or in other words, a few things well learned may save a boy,—dabbling in many things will pretty surely ruin him. *Charity* may or may not begin at home. *Education* certainly does and should; and our acquirements in the district school should be like those circling ripples on the water, which ever spread in all directions from the plunge that started them. We must commence with those things which lie in contact with us, and only touch others as we reach them in our increased acquirements.

J. J. N.

## FELIS ET MURES.

A FARRAGO.

FELIS sedit by a hole,  
 Intentus he, cum omni soul,  
     Prendere rats.  
 Mice cucurrent over the floor,  
 In numero duo, tres, or more,  
     Obliti cats.

Felis saw them oculis:  
 I'll have them, inquit he, I guess,  
     Dum ludunt.  
 Tunc ille crept toward the group;  
 Habeam, dixit, good rat-soup,—  
     Pingues sunt.

Mice continued all ludere,  
 Intenti they in ludum vere  
     Gaudenter.  
 Tunc rushed the felis into them,  
 Et tore them omnes limb from limb  
     Violenter.

MORAL.

Mures omnes, nunc be shy,  
 Auresque præbete mihi  
     Benigne.  
 Sic audietis, 'verbum sat';  
 Avoid a monstrous big tom-cat  
     Studiosc.

Maine Teacher.

## SCHOOL EXERCISES.

GEOGRAPHY.—The following Geographical Questions we have selected from a chapter containing several hundred such, in *White's Class-Book of Geography*, an excellent little work based on the oral method, just published by W. B. Smith & Co., of Cincinnati.

- I.—1. In what direction is Iceland from the North Pole?  
2. Is the Tropic of Cancer a great or a small circle? Why?  
3. How many degrees wide are the Temperate Zones?  
4. What two circles limit the Temperate Zone?  
5. What was the time of day in China when you came to school this morning?  
6. Which has the longer day in summer, Quebec, or Cincinnati?  
7. Which pole of the earth is now in continual darkness?  
8. In what direction does the shadow of objects in the South Temperate Zone fall at noon?  
9. If the earth's axis was not inclined, over what line would the sun be throughout the entire year?

10. Would there then be any change of seasons?

II.—1. Why has Lima a more temperate climate than Callao, its seaport?

2. Which has the milder winter, Quebec, or Paris?  
3. If the earth's axis was inclined  $30^{\circ}$ , in stead of  $23\frac{1}{2}^{\circ}$ , how wide would the Temperate Zones be?  
4. How many times in each year is the sun directly over the Tropic of Cancer?

5. How many inhabitants on the globe?  
6. Which Grand Division is most densely populated?  
7. How many inhabitants has it to a square mile?  
8. Which hemisphere has the greater water surface?  
9. On which side of the Equator is the greater land surface?  
10. What is meant by the latitude of a place?

III.—1. How many degrees of latitude may a place have?

2. How many degrees of longitude?  
3. In what zone is an island situated  $70^{\circ}$  North Latitude?  
4. In what hemisphere is an island situated  $65^{\circ}$  West Longitude?  
5. What is the difference between an island and a peninsula?  
6. What is the difference between a mountain group and a mountain chain?

7. When is a strait called a sound?

8. What is the difference, if any, between the channel of a river and its valley?

9. Name the three principal cotton-growing states.

10. From what countries do we import coffee?

**SPELLING.**—Movable, Definition, Preparation, Financial, Carriage, Calico, Settee, Pacify, Satellite, Suffering, Basin, Inseparable, Yeoman, Ceiling, Suspicion, Immersion, Prairie, Cartilage, Resuscitate, Refrigerator.

### SELECTIONS FOR CONCERT RECITATIONS.—

#### *The Dew and the Rose.*—

God's spirit falls on me as dew-drops on a rose,  
If I but like a rose to him my heart unclose.

#### *The Tabernacle.*—

The soul wherein God dwells—what church can holier be?—  
Becomes a walking tent of heavenly majesty.

#### *The Loveliest Tone.*—

In all Eternity, no tone can be so sweet  
As where man's heart with God in unison doth beat.

#### *Magnet and Steel.*—

God is a magnet strong: my heart, it is the steel;  
'T will always turn to him, if once his touch it feel.

#### *Old and Young.*—

Thou smilest at the child that crieth for his toys:  
Are they less toys, old man, that cause thy griefs and joys?

#### *Wisdom a Child.*—

We ask how Wisdom can thus play in children's guise:  
Why, Wisdom is a child, so 's every man that 's wise.

#### *The Valley and the Rain.*—

Let but thy heart, O man, become a valley low,  
And God will rain on it till it doth overflow.

#### *Divine Music.*—

A quiet, patient heart, that meekly serves his Lord,  
God's fingers joy to touch, it is his harpsichord.

#### *How we can See God.*—

God dwelleth in a light far out of human ken:  
Become thyself that light, and thou wilt see him then.

#### *God's Work and Rest.*—

God never yet has worked, nor did he ever rest;  
His rest is aye his work, his work is aye his rest.

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THERE is but one fish that will bite at a *bare hook*. So there seems to be but one vice which can not promise its perpetrator some reward of pleasure. The profane swearer *bites at a bare hook*.

## M A T H E M A T I C A L .

SOLUTIONS.— 40.

$$\begin{array}{r}
 1\frac{5}{16} = 1 + \frac{5}{16} \div \frac{5}{11} ; \frac{5}{16} \div \frac{5}{11} = \frac{5}{16} \times \frac{11}{5} = \frac{11}{16} ; 1 + \frac{11}{16} = \frac{27}{16} \\
 5\frac{2}{3} = 5 + \frac{2}{3} \div \frac{4}{5} ; \frac{2}{3} \div \frac{4}{5} = \frac{2}{3} \times \frac{5}{4} = \frac{5}{6} ; 5 + \frac{5}{6} = \frac{35}{6} \\
 2\frac{4}{7} = \frac{24}{7} \div \frac{5}{1} = \frac{24}{7} \times \frac{1}{5} = \frac{24}{35} \\
 2\frac{1}{9} = 2 + \frac{1}{9} \div \frac{3}{10} ; \frac{1}{9} \div \frac{3}{10} = \frac{1}{9} \times \frac{10}{3} = \frac{10}{27} ; 2 + \frac{10}{27} = \frac{64}{27}
 \end{array}$$

W. P. J.

Solved also by F. F. J., R. J. R., W. H., C. W. B., Mary, Lizzie, Helen, Bell, and Nettie, all of the Brown School, and by G. B. of the Toulon Union School.

ends; but allowing for the corners, I deduct 6 feet from the length of each end, which leaves  $326\frac{1}{4}$  feet the length of the two ends.  $478\frac{1}{2}$  ft. +  $326\frac{1}{4}$  ft. =  $804\frac{3}{4}$  ft. the distance round the garden. The ditch would contain as many cubic feet as the product of the length, width and depth =  $804\frac{3}{4}$  ft.  $\times$  3 ft.  $\times$   $4\frac{1}{2}$  ft. =  $10864\frac{1}{8}$  cu. ft. If 1 cubic foot cost 2 cts.,  $10864\frac{1}{8}$  cu. ft. will cost  $10864\frac{1}{8} \times 2$  cts. = \$217.28 $\frac{1}{8}$ , the cost of digging a ditch round the garden.

A. B., Toulon Union School.

Solved also by Jeanie, W. P. J., R. J. R., and F. F. J. Their solutions suppose the ditch to lie entirely outside the garden. Their an-

41. Let  $x$  = a side of the triangle. Suppose a perpendicular to be let fall from the vertical angle upon the base; it will bisect the base, and one of the parts will equal  $\frac{1}{2}x$ . The equilateral triangle may now be supposed to consist of two equal right-angled triangles having a base  $\frac{1}{2}x$  and a hypotenuse  $x$ . The perpendicular equals, then,

$\sqrt{x^2 - \frac{x^2}{4}} = \sqrt{\frac{3x^2}{4}} = \frac{x}{2}\sqrt{3}$ . The area of the two right-angled triangles is of course equal to that of a rectangle having the same base and altitude. These we have found to be respectively  $\frac{1}{2}x$ , and  $\frac{1}{2}x\sqrt{3}$ . Since the area of a rectangle equals the product of its sides, we have  $\frac{1}{2}x\sqrt{3} \times \frac{1}{2}x = 50$  A. = 8000 sq. r.; or,  $\frac{1}{4}x^2\sqrt{3} = 8000$ , and  $x^2\sqrt{3} = 32000$ ; whence, squaring both members,  $3x^4 = 1024000000$ ,  $x^4 = 341333333 +$  sq. r.,  $x^2 = 18475 +$  rods, and  $x = 136$  rods nearly.

J. W. O.

43. If the garden is  $14\frac{1}{2}$  rods long and there are two sides, there would be  $2 \times 14\frac{1}{2}$  rods or 29 rods =  $478\frac{1}{2}$  ft. of length in the two sides. If it is  $10\frac{1}{4}$  rods wide and there are two ends, there would be  $2 \times 10\frac{1}{4}$  rods or  $20\frac{1}{2}$  rods =  $338\frac{1}{4}$  ft. of length in the two



swer, \$223.76 $\frac{1}{4}$ , would be correct if this were the case. We do not so understand the problem.

PROBLEMS.—44. The directors of a school-district, having been authorized to build a school-house, borrow \$6000 for that purpose, engaging to repay the same, together with 10 per cent. interest, in five equal annual installments. They wish to know what amount must be assessed of the district each year until the debt is paid. H.

45. (Algebraic.) A railway train, in starting, moves one inch in the first second, two inches in the next, three in the third, etc. A man stands on the track 320 feet behind the train, who can run 87 $\frac{1}{2}$  inches per second. Now if both start at the same moment, will the man overtake the train; and if not, how near can he come to it?

OKAW.

46. A man goes from Chicago to Milwaukee and back without stopping, and is gone 9 hours. He goes at the rate of 16 miles an hour and returns at the rate of 20 miles an hour. How long is he in returning?

ΔΙ.

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## OFFICIAL DEPARTMENT.

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DEPARTMENT OF PUBLIC INSTRUCTION, }  
*Springfield, Ill., March 18, 1863.* }

### THE STAMP TAX AND THE SCHOOLS.

I deem it important to call the attention of school officers and teachers, throughout the state, to that portion of the national excise law (including sections 94–103) which relates to the stamp tax, and which will, in its operation, very materially affect the Common School interests of the state. Inquiry has been made of this department, in the course of recent correspondence, whether the stamp tax applies to official papers, instruments of writing, and legal documents,—as deeds, bonds, mortgages, notes, certificates, schedules, etc.,—which school officers and teachers are required to execute, in the course of their prescribed duties, under the Free School Law of this state. The opinion extensively prevails that the excise law referred to contains an excepting clause, by which such school documents are exempted from the government tax. So important is it that this erroneous opinion be corrected that I have deemed it my duty to issue this official circular, suggesting to school officers and teachers the imperative necessity of a prompt and uniform compliance with the Stamp Law, which

contains no such excepting clause. A neglect or refusal to render such compliance will be followed by legal consequences as disastrous to school interests as dangerous to school officers.

Section 95 of the Law provides that for non-stamping such legal papers as may issue from the hands of school officers and teachers, "the instrument, document or paper" so issued and unstamped "shall be deemed invalid, and of no effect." The same section specifies a penalty of \$50 for non-compliance with the Law. Section 99 requires that stamps affixed to instruments of writing shall be cancelled by the person using them, who "shall write thereupon the initials of his name, or deface the same in such manner as shall show clearly and distinctly that such stamp has been made use of, and so that the same may not again be used." It is customary upon placing the stamp upon the sheet to write upon the face of it the initials of the name, and figures, representing the day of the month, the number of the calendar month, and the year. Thus: "J. S.—15—2—63"; John Smith, 15th day of second month, 1863. The penal consequences following a neglect of this requirement are the same as those incurred for non-stamping, found in section 95.

All deeds or certificates of title, mortgages, bonds, notes, schedules, orders, certificates (as the certificates issued by school commissioners to teachers, certificates appended to schedules by teachers and directors, certificates of election—in a word, all certificates, of every description) are subject to the operation of the stamp excise. The spirit of the Law seems to be that all instruments of writing which may or can be used as evidence before the courts in any manner whatever shall be stamped. The following list will be found useful for reference:

INSTRUMENTS SUBJECT TO TAX.	AMOUNT OF TAX.
Deeds with consideration of \$100 to \$1,000.....	\$1 00
Deeds with consideration of 1,000 to 2,500.....	2 00
Deeds with consideration of 2,500 to 5,000 .....	5 00
Deeds with consideration of 5,000 to 10,000 .....	10 00
Deeds with consideration of \$10,000 to \$20,000.....	20 00
Mortgages, same, excepting 10,000 to 20,000 .....	15 00
Bonds, all kinds, each.....	50
Notes over \$20 and under \$100.....	05
Notes from \$100 to \$200 .....	10
Notes from 200 to 350 .....	15
Notes from 350 to 500 .....	20
Notes from 500 to 750 .....	30
Notes from 750 to 1,000 .....	40
Notes from 1,000 to 1,500 .....	60
Orders under \$20.....	No stamp.
Orders over \$20 .....	02
Certificates (school) all kinds.....	05

A calculation, based upon statistics in this office, discloses the fact

that the schools of Illinois will contribute to the general government, under the operation of the stamp tax alone, the magnificent proportion of about \$30,000 per annum. An exhibit of the particular facts, by the presentation of detailed statistics, would be both curious and interesting, and would serve to illustrate not only the extensive ramifications of our Common School System as a whole, but also the relative tributary importance of the various parts. But I have not space, in this circular, for such an exhibit.

*School Commissioners' and Teachers' Certificates.—*

QUESTION: Who pays for the stamp affixed to a Teacher's Certificate? Should not the teacher receiving the certificate pay for the stamp, as he receives the whole benefit which such instrument confers? Or, if not, may not the school commissioner take money from the school fund to pay for stamping? Or, must the commissioner pay the tax out of his own pocket?

The School Commissioner certainly is not authorized to appropriate money from the school fund for the purpose in question, for the School Law contains no provision under which such authority can be claimed.

The Stamp Law seems to require that the party executing, and not the party receiving the instrument, shall affix the stamp. The spirit of the law is that *the stamp is part of the instrument itself*, as essential to its completeness as is the signature of the party executing it. The *maker* of the instrument must legalize it by affixing the required stamp, otherwise it is "invalid and of no effect." But the commissioner is the *maker* of the instrument. Therefore the commissioner must affix the stamp. If unstamped the instrument is incomplete, and unfit for use; or, in other words, the certificate is *no* certificate. As, however, the teacher does receive "the whole benefit which such instrument confers," equity would seem to require that the teacher should refund to the commissioner the price of the stamp, and there are few teachers who would refuse to allow a claim so obviously reasonable and just. By a recent change of rates under the stamp law the tax upon certificates has been reduced to five cents each.

*Does a Schedule require a Stamp?*—Teachers' Schedules must be twice stamped. A schedule is a complex instrument, parts of which are taxable, and a part untaxable. The schedule proper (which is simply a statistical journal of the school) requires no stamp. The certificates, without which the schedule can not be legally accredited, must each be stamped. I make no account of the order attached to the schedule, as that is not recognized in the legal form prescribed in Sec. 53, and hence constitutes no part of the legal schedule. Whether it be best to attach the order to the schedule by printing or writing it

upon the back of the instrument is a question involving considerations of convenience only and may be left to directors.

*Who Stamps the Schedule?*—According to the instructions given to teachers in my Circular of February, schedules required but a single stamp of ten cents each, to be fixed upon the instrument by the teacher. But by the recent changes in the stamp law, resulting from the decisions of the Commissioner of Internal Revenue (which decisions have been embodied in the published amendments to the original law), a schedule now requires two stamps in stead of one, said stamps to be affixed to the *certificates* contained in the schedule. Originally miscellaneous certificates required each a stamp of ten cents; but the tax on such papers has been reduced one-half, so that while the tax upon the schedule is still ten cents, as at first, the instrument now requires two stamps; the first (five cents) being affixed by the teacher to his certificate, and the second (five cents) by the directors to their certificate.

*Are Orders to be Stamped?*—Written orders, issued by school officers, for the payment of any sum of money, require to be stamped when the amount expressed in the order is \$20 or over. The law is that an "order for the payment of any sum of money exceeding \$20, drawn upon any person or persons, at sight or on demand, [shall be stamped] two cents."

QUESTION: When the order is written on the back of the schedule, does it require an additional stamp?

All orders, wherever or however written, "for the payment of any sum of money exceeding \$20," require to be stamped.

*Can Unstamped Instruments be Legalized?*—All instruments of writing, subject to stamp duty, which have been issued since Oct. 1, 1862, and are unstamped, are held by the original law to be "invalid and of no effect." Parties who have, from ignorance or neglect, suffered such instruments to proceed from their hands unstamped can not now correct the error by affixing a stamp, as the law provides for the affixing and cancellation of the stamp on the date of the issuing of such papers. The amended law provides, however, that unstamped instruments, when required to be introduced as evidence before any court, shall not be deemed "invalid and of no effect," provided the party so using them in evidence shall pay the officer authorized to receive it the sum of five dollars for every unstamped paper so introduced. This gracious provision of the law extends only to July 1, 1863, after which time there will be no mode of legalizing unstamped documents.

JOHN P. BROOKS, Sup't Public Instruction.



## EDITORS' TABLE.

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### EDITORS' CHAIR.

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**BATEMAN'S REPORT.**—We received one of the first copies of the Hon. Newton Bateman's Fourth Biennial Report, as Superintendent of Public Instruction of the State of Illinois, but it came too late for notice in the March number. It is a source of not a little pride that we receive such a Report from the Superintendent of Education in Illinois. Together with the usual statistics, there is a large amount of valuable educational information and suggestion which deserves to be placed in the hands of every teacher and school officer in the state. It is the custom of most people to look toward the East for light in Education, as in many other things; but Illinois, while indebted and thankful for ideas, and assistance, and men, to start her system of popular instruction, can point to the Report of her Superintendent, and feel that while there is yet need of great energy and effort to consummate the schemes of Educational Reform, a noble work has already been done that places her far toward the front ranks of the sister states.

The statistics, it is evident, are becoming more and more reliable, and show a great advance each year. Various subjects are discussed; some financial, and others connected with the executive portion of the system. Among the rest, the subject of State Teachers' Certificates claims attention. A brief summary of the design and execution of the law authorizing the Superintendent to appoint a commission to examine teachers and grant a professional diploma is given, which shows that 39 gentlemen and 12 ladies have received the highest professional testimonial granted in the state. The State Normal University receives, as it merits, a strong commendation. The Reports of the Board of Education and the Principal of the University accompany the Report. That of the Board is chiefly financial, while that of the Principal refers to the building and grounds, the history of the past two years, the present condition and prospects, the faculty and departments of study, discipline, course of study, physical exercises, the model school; and closes with a conclusive argument in behalf of such schools as necessary to the completion of a thorough system of public instruction.

The Superintendent renews his recommendations to the Legislature, made two years ago, in behalf of the recognition of Teachers' Institutes, placing them under the supervision of the department, and giving them that assistance which would make them in every instance valuable auxiliaries to the cause. The obvious defects in our present system of county supervision are reviewed, and a plan suggested which would remove the selection of the officers from the influence of political parties, and secure better men for the service than are now usually employed. If county superintendents were elected for a term of three years by the school officers of the counties, better men would be elected, and party politics would not, as now, control the selection to the injury of the system.

We have not space to notice all that is valuable, as in that case we should republish the Report, but must direct attention to the concluding portion, which is devoted to the discussion of the following theses concerning the *School and the State*: First, *Cordial submission to lawful authority is a primary attribute of good citizenship.* Second, *Moral Rectitude* is also an essential attribute of a good citizen, one that must be kept steadily in view, or our public schools will assuredly fail of their high end. Third, It is also essential that the citizen should understand the *theory and organic structure of the government under which he lives.* Fourth, To realize its chief end, our system of public instruction must also distinctively inculcate *Love of Country.* Fifth, To attain its chief end, the education furnished by our public schools must be of the right kind,—*true in its conception, wise in its adaptation, and sound in its methods.* We are glad this address was

written, and hope that every teacher in the state, and many persons who are not, will not fail to secure a copy of the Report. Such a document feeds one's patriotism, and these times require all the stimulants that can be used for that end.

EXCHANGES.—It would confer a special favor on us if some of our exchanges would please direct their papers to Rock Island in stead of Dixon, and thus save postmasters the trouble of remailing, and insure our getting our matter in proper time.—EDITOR, ROCK ISLAND.

SCHOOL ARCHITECTURE.—We give a fine cut of the recently-erected school-building known as the Haven School, in the city of Chicago. It is not our purpose to attempt to give a detailed description of this building. It must be seen to be fully appreciated. It is three stories high besides a basement and an attic. The attic is fitted, by the peculiar construction of its roof, with a hall 66ft. x 38 ft. 8in. and 14 feet high, and a gymnasium for the girls in bad weather. The basement is also arranged as a place for the accommodation of the boys in bad weather; a capital good idea. The halls, rooms, stairs, closets, ventilators, wainscots, and in fact every thing about the building, in all its details, shows that it was planned by one who makes the subject of school architecture a study and a business. The State of Illinois is indebted to G. P. Randall, Esq., of Chicago, not only for this beautiful monument of his designing, but for the State Normal University building at Bloomington, one of the finest, if not the finest building of its class in this country. Both these buildings are heated by steam, which is found to be the safest, cleanest and most economical method, all things considered, of warming such structures. It is a pleasure to us that we can recommend a gentleman to furnish plans and specifications for school buildings who understands the necessity of schools and can meet their wants in the construction of suitable houses of all sorts and sizes. A little money invested by a school board in procuring finished plans from a skillful and practical school architect may save a vast amount of trouble, expense, and mortification.

BOTANY.—As we are entering upon the season of flowers, we would direct the attention of teachers to our advertising pages, where will be found two series of Botanies which should claim their attention—Wood's and Gray's, both designed to teach the same system, and both valuable as practical text-books. This is the season for planting trees. Is your school-property furnished with a choice selection of shade trees? If not, and you value the cultivation of the taste, the improvement of the heart, and the real benefit of the children of your district, see to it that the fence is mended, the *gate* torn off and thrown away, or cut up for fire-wood (if it has not been so used already), and a good stile of four steps, with a post or two in the centre to keep cattle out, erected. Then get up a *bee*, a *tree-planting bee*; get the school directors and parents interested, and plant all the trees to be found in the neighborhood that will bear transplanting, except the locust, in the school-house yard. Get the children interested in the work and you will have accomplished a good result, one, if properly performed, which will cause your name to be mentioned with pleasure long after your school-teaching days are over. Try it: plant a tree for the sake of learning, if you do not know, and for the sake of teaching your pupils, if you already possess the art.

POLITICS.—We regret exceedingly to see in some of the political papers of the day frequent allusions to elections of school officers as *party triumphs*, and exultation manifested at the result. We have ourself an opinion concerning the political issues of the day; we exercise the right of expressing that opinion either by our voice or our vote when we think it necessary, but from any thing written in the *Illinois Teacher* no inference could be drawn that we possessed any political faith further than might be derived from the expression of a deep and abiding love for our government and the principles on which it is based. We have an object to accomplish, and that is to educate every child in the state and fit him for his duties as a good and useful citizen. The common school system makes no issue with any of the political parties as such; it has nothing to do with any question now before the people; and we feel indignant when school elections

take place that the officers should be nominated or elected by party influence. No person but a teacher can estimate the evil effects resulting to a school when pupils are impressed with the idea that political influences control its management. Nothing so quickly and surely destroys the power of a teacher as the idea that he does not belong to the same party his pupils do. As there is usually a diversity of opinion among the parents in politics, there will be of course the same among the children; and when people permit any thing of a political nature to govern them in the selection of school officers, the feeling is at once transmitted to the school, and a portion of the pupils are at once in antagonism to the teacher, impairing his influence and counteracting his legitimate work. We appeal then to the common sense of our people, and to the intelligence of our contemporaries, to discourage any and every attempt to introduce this bane into our schools, as no possible good can arise from it to the schools, the district, the parishes, or the country, but injury to all.

STATE TEACHERS' INSTITUTE.—It gave us special pleasure to learn that it was the intention of the State Board of Education and Faculty of the Normal University to hold a Teachers' Institute of six or eight weeks' duration in the Normal, at the commencement of the next school year. This will be conducted as such institutes are usually conducted, and *will be open to all teachers of the state who may be able to attend*. Each University instructor will devote an hour a day in conducting the exercises. We hope to hear that a very large number of young men and women will avail themselves of this capital opportunity to learn much of the theory and practice of teaching.

SITUATIONS WANTED.—We are acquainted with several good teachers who are desirous of securing situations for the coming year. And here, by the way, the idea strikes us that as the *Illinois Teacher* is the only periodical devoted exclusively to educational interests, it is the best medium through which teachers can communicate their wants to school directors and boards of education. People naturally expect to find coals at Newcastle, and if they would find good teachers they naturally expect to meet them among the readers and advertisers of the teachers' journal. This is the time when opportunities for securing places for teachers, and teachers for places, must be sought. Advertising school books, and school furniture, school architecture, and educational wants generally, is just in the line of our publisher's business, and any correspondence of that kind he will gladly receive and attend to. Barnum says that advertising is the way to get rich; and as teachers have as much need to secure that desired end as any class in community, they may be benefited if they take Barnum's suggestion.

IDAHO.—The land included in this new territory has been called Oregon, Shoshona, and Montana. It includes all that part of Washington lying east of Oregon, and that portion of western Dacotah lying west of the 27th meridian of longitude, and between the 42d and 46th parallels of latitude, making a rectangle four degrees wide, and about thirteen degrees long. It is about three times as large as all New England, containing about 185,000 square miles. It includes both slopes of the Rocky Mountains, and therefore the sources of the Columbia, Missouri, etc. Its inhabitants are almost exclusively miners. The fruitful Salmon-river gold mines are on the western slope of the mountains, and mines have also been discovered on this side. The stories told of the richness of the Idaho mines are almost incredible. The chief town or settlement is called Bannock City, and has about a thousand inhabitants. It is thought the territory will soon have to be divided, the mountains forming a natural division. B.

THANKS.—We give our contemporary the *Knox Republican* our hearty thanks for the kind notice of the *Teacher*, and the publication of the extract from Mr. Bateman's valuable Report concerning its support by the educational men and women of the state. We are also indebted to the *Tazewell Register*, the *Kankakee Union*, the *Waukegan Gazette*, the *Galva Union*, and some other of our newspaper exchanges, for kind notices of the *Teacher*.

MR. CHARLES NORTHEED AND THE NEW-YORK TEACHER.—In January last, in a lecture delivered before the Vermont State Teachers' Association, Mr. Northend stated that the *Journal of Education*, published by William Russell in 1826, was the first periodical devoted to educational matters *exclusively* ever published.

The *New-York Teacher* for March denies this, saying that the *Academician*, devoted exclusively to educational matters, was published in New York from Feb. 7, 1818, to Jan. 29, 1820.

The *Teacher* is mistaken. The *Academician* was not exclusively an educational journal, neither did its editors contemplate at the outset making education the leading feature. We copy from the leading article of the first number, in which their intentions are clearly defined:

"With regard to the subjects which the editors intend to embrace, it is impossible to enter into details. It may, however, be satisfactory to enumerate the principal traits of their plan. These will consist of observations on public literature; essays on moral and physical science; biographical sketches of distinguished persons; poetry, original and selected; criticisms; *strictures on the best modes of education*; notices of literary and philosophical institutions, etc. The literature and state of education in our own country will claim particular attention, and our exertions in either cause will be cheerful and persevering."

It is but just to the Messrs. Picket to say that they did more than they promised, and that a *majority* of the articles published were on educational subjects.

Does this settle the question?

B.

MR. NORTHEED AND THE ILLINOIS TEACHER.—In the same lecture Mr. Northend states that the first number of the *Illinois Teacher* was issued January, 1858. The *Teacher* is now, as may be seen from the cover, in its ninth year, the first number having appeared at Bloomington, February, 1855.

B.

THE FLAG OF THE NORMAL REGIMENT.—The once beautiful battle-flag of the Normal Regiment, now tattered and torn, has reached Chicago, having been returned by the regiment to the donors, the teachers of that city. The following letter accompanied it:

ST. GENEVIEVE, Mo., March 17, 1863.

*Teachers of Chicago:*

We return to your custody the beautiful banner which you were kind enough to present to our regiment in 1861. It is torn and divided, like the glorious land it represents; and being no longer fit for service in the field, we confide it again to your care.

Were it as eloquent in speech as it is elegant in design, it could tell you of some bloody contests, and many months of toil and privations: as it is not, allow us to say for ourselves, the 33d regiment has never dishonored its emblematic eagle, or forgotten the donors from whom we received it—the teachers of Chicago.

In behalf of the 33d Illinois Infantry.

E. R. ROE, Lt. Col.

It has been deposited in the office of the Board of Education, to await the final action of the teachers.

B.

NEW-JERSEY STATE NORMAL SCHOOL.—Induction of Prof. Jno. S. Hart as Principal of the Model School, Aug. 26, 1862. A pamphlet of 48 pages was received, containing the addresses of Prof. Phelps, Principal of the Normal School; Mr. Field, President of Board of Trustees; Prof. Hart, and Bishop Odenheimer. The occasion was one of special interest, which was manifested by the attendance of a large and appreciative audience. The addresses, as might be expected, were worthy of the occasion. Prof. Hart's was a plain, practical exposition of the plan upon which he intended his department should be conducted, and an appeal to the pupils under his charge to coöperate with him in performing the great idea of his mission—their own education.

The institution has accomplished much in securing the valuable services of Prof. Hart.

PERSONAL.—We regret to learn that our friend Dr. WILLARD, formerly Editor of the *Teacher*, has been obliged to resign his position as Surgeon in the army and return home, on account of ill health. We hope the fears entertained by his friends of a fatal termination to his sickness may not be realized, and that he may be yet spared for many long years of usefulness.

We observe the Commissioner of Lake County avails himself of the opportunity afforded by the *Waukegan Weekly Gazette* to publish the minutes of his trav-



els among the schools. This is an advantage to all concerned. We wish more commissioners understood the value of a good coöperating paper in the improvement of the schools.

C. B., Elgin.—We have received your inquiry concerning the precedents necessary to establish your case and relieve you from your dilemma, but do not feel that we are under any special obligation to publish your communication, inasmuch as you are not a subscriber to the 'excellent periodical' from which, in this particular instance, you wish to derive a benefit. "One good turn deserves another"; and as soon as we see some chance of receiving benefit in this particular case, we will be willing to do something in return.

OHIO.—Ninth Annual Report of the School Commissioner of Common Schools to the Governor of the State of Ohio, for the year ending Aug. 31, 1862. An interesting Report, by Hon. Anson Smyth, one principal feature of which is the expression of opinion by eminent and practical teachers concerning the reduction of the number of studies necessary to be pursued in school at the same time. Upon this question there seems to be quite a diversity of opinion, but the majority seem to incline to the opinion that fewer studies attempted at one time would in the end result in more thorough progress.

The report is a valuable one. Will the sender accept our thanks?

#### HIT HIM AGAIN!—

We would suggest to our school-teachers that while they are learning their pupils to spell and read they also give them a few lessons in common politeness and proper deportment when going to or returning from school. The little boys and little misses have somehow got it into their heads that every one they meet on the sidewalk must get out of their way. One mark of a good teacher is to be found in the correct deportment of the pupils on the road to and from school.

Exchange.

We find the above little notice in one of our contemporaries, and think it suggestive of some duties which are not fully appreciated. If the public press is good for any thing, it is to have a watchful eye over the manners and morals of the community. We know of no individual in the community whom it is safer to attack, directly or by insinuation, than the teacher. It is not often that he is a fighting, pugilistic character, and willing to make defense in that unchristian way. He has no newspaper to reply to insinuations that hurt his feelings, affect his standing, and impair his influence; and seldom has influential friends near whom he may stand to ward off the uncharitable blows. If the teacher's influence does not go out of his school-room, into the street, on the sidewalks, and every where beside, to correct the waywardness of children and make them to 'walk a chalk', then he should be squibbed and held up before the public gaze as a delinquent—made the prominent topic at the next sewing-circle, and have the blessed assurance that he is a rising individual, inasmuch as he engrosses the attention of the whole community, not excepting the children, who of course will fully appreciate his neglect of duty toward them.

It is right: 'hit him again, he has no friends', and do n't dare to hit back. Punch him up: if the youngsters are rude and noisy and uncivil, he is to blame, and no body else. It will not do to attack the preacher on account of their vulgarities of manner and speech, even if he never alludes to those defects in the moral condition of the junior members of his flock. Besides, which minister will you operate on? If you stir one up, you will raise the whole hive; and if you rouse them all, then you will have more on your hands than you can manage. Nor will it do to intimate that all the fathers and mothers are not paragons of excellence in the management of their children. They are subscribers, and besides, there is not one of them that does not understand the subject of government and discipline, and practice them, too, better than old Solomon himself. It is plainly apparent that if "little boys and little misses have somehow got it into their heads that every one they meet on the sidewalk must get out of their way", they must have got it in school; they certainly did not learn that at home; therefore the teacher is surely responsible for their erroneous ideas in this and other matters. It must be so. Besides, if it were suggested that the corporation officers should remind children on the street that it would be preferable for passers-by to have at least half the sidewalk, it would produce a disturbance of

the peace and have a bad effect at the next election. No, that would never do, it would be an imputation against the reigning constable which would lose the party votes. Of course it would not be proper for a free and independent press to address a few words to the children themselves: poor things, they are so gay and giddy; it would be unbecoming to lecture children; therefore, on the whole, it is best 'to take one of their size' and run a tilt at the teacher, the only one in the community 'who has no rights that a white man is bound to respect'.

In conclusion, we would respectfully submit: If the youngsters are turbulent, or troublesome, provoking, or profane, it is the teacher's fault. Parents, and people, and ministers, and newspapers, and every thing else that are by some supposed to have some civil and social influence, have nothing to do with the children: they are under the exclusive, uncontrolled, uncontrollable management of the teacher, who gets \$20 a month, more or less, for 'learning' them to spell and read; then why, we ask, should they "not give them a few lessons in common politeness and proper deportment when going to and returning from school"? We pause for a reply.

**SMALL POX.**—We learn that this loathsome disease is spreading over a large space of country about Coal Valley. It is said that the disease was brought to Coal Valley by a returned soldier. No measures were taken to prevent its spreading, and it has become quite alarming to the people of that region. In the school kept by Mr. T. C. Fielding, in Western township, Henry county, adjoining Coal Valley, eleven of the pupils have had the disease, and we hear that several deaths have occurred in that region. The town authorities should at once take the most active and efficient measures to confine it within its present limits. Rock-Island Argus.

We publish the above warning to teachers and parents concerning children in school. Every person who does not take the means to prevent the spread of this loathsome disease is criminally responsible for the neglect. Teachers and school directors should insist that all the children in the schools be vaccinated. The remedy is simple, cheap, easily procured, and readily applied. It is not wise to wait till disease comes to the neighborhood. It may be brought to your door, and your first introduction to it may be at the expense of the life, or at least of the fine appearance, of one whom you love. The return of a soldier from an infected camp may in your case, as in the case of persons in Coal Valley, Rock Island, Dixon, and other places, introduce the contagion. See to it that the children are safe by *vaccination*.

**INGENIOUS.**—A simple and ingenious method of mending water-pipes is described by a correspondent of the *Scientific American*. There was a pressure of more than fifty feet head upon the pipes. The two ends of the broken pipe were plugged and a small pile of broken ice and salt placed around them. In five minutes the water in the pipes was frozen, the plugs removed, a short piece of pipe inserted and perfectly soldered, and in five minutes more the ice in the pipe was thawed and the water flowing freely through it.

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#### LOCAL INTELLIGENCE.

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**SPRINGFIELD TEACHERS' INSTITUTE.**—Acting in accordance with a vote of the Institute, I send you the following item: The regular monthly meeting of the Springfield Teachers' Institute was held March 7th. After the opening exercises, Miss Moore, of the Third District, introduced a class of primary scholars, who recited so admirably from the chart and reader, and in object lessons, as to elicit a vote of thanks from the Institute to both teacher and pupils. The Superintendent then made a report on the method of keeping school records. This was followed by a class from the High School in the dumb-bell exercise, conducted by Miss Chapin. This exercise was performed with such perfection that all, both members of the Institute and the friends of education present, expressed their admiration and pleasure. After adjournment the members of the Institute formed a class and spent half an hour in the dumb-bell exercise.

C. H. FLOWER, Secretary.

DEPARTMENT OF PUBLIC INSTRUCTION, CHICAGO.—Ninth Annual Report of the Board of Education, for the year ending December 31, 1862, was received. The tone of this Report is cheering as usual, both as it regards the increasing numbers of children to accommodate, and the increased facilities for their accommodation. The last school building erected in the city for school purposes is the Haven, which is represented by an engraving. It is said to be one of the finest, or perhaps the finest, of its kind in the West. Some statistics concerning Teachers' Institutes in various cities east and west are given, which are valuable. It is a cheering thing that, in spite of the necessities of the times, the schools are kept up to even a higher average of excellence than has heretofore been attained.

MRS. GASTMAN.—We regret to learn of the death of Mrs. Gastman (formerly Miss Peterson), a graduate of our State Normal University. We publish a series of resolutions passed by her pupils, expressive of their sorrow in her loss. She was an able teacher, and holds a cherished place in the affections of a large circle of friends and admirers.

DECATUR HIGH SCHOOL, Feb. 27, 1863.

At a meeting of the pupils of Decatur High School, held this afternoon in their rooms, W. C. Ellis was called to the chair. The chairman explained the object of the meeting, and on motion appointed Mollie Mitchell, Anna Richter, Maggie Flora, E. Stickell, and H. L. Odor, as a committee to draft resolutions expressive of the sense of the meeting. The committee, after consultation, reported the following preamble and resolutions, which were unanimously adopted:

WHEREAS, We, the pupils of Decatur High School, have been called together to lament the untimely death of our esteemed friend and teacher, Mrs. F. A. GASTMAN, whom an allwise God in his mysterious providence has seen fit to remove from time to eternity, we deem it our duty to express to the friends and relatives of the deceased our high appreciation of her intellectual and moral worth. In her intercourse with us as a teacher she has ever exhibited those traits of character which mark the true woman. As a last tribute of respect to the memory of the deceased, we, her friends and pupils, do resolve,

1st. That, as members of the Decatur High School, and as pupils under her kind and constant care, we meekly submit to the will of a chastening Providence, while we deeply lament the premature death of our friend and teacher, Mrs. F. A. GASTMAN, and that we offer our warmest sympathy to the friends of the deceased, and to our respected Superintendent, E. A. Gastman, and would remind them that, although on earth death may often come between us and those we love, yet there is a place beyond the dark valley where death may never come, and where we may hope to meet our dear friend.

2d. That, though associated with us but a brief period, her habits of strict morality, her untiring diligence and zeal in the duties of a true teacher, her love of truth and right, most deeply impressed those who knew her best with her great worth, and bound her to them in the strong bonds of true friendship.

3d. That we cherish an affectionate regard for the memory of the deceased, and will ever treasure the wise and affectionate counsels we have had from her lips.

4th. That a copy of these resolutions be sent to the family of the deceased, and that they be published in the city papers, the *Bloomington Pantagraph*, and the *Illinois Teacher*.

SPRINGFIELD.—We have received the Fourth Annual Report of the Superintendent of Public Schools of Springfield, Illinois, 1862. J. D. Low, Superintendent. We infer from what we have seen and heard that the schools of Springfield are in a good, healthy condition, and compare favorably with those of any of our cities of the same size; but with all their excellence, the Report of the Superintendent shows an alarming disinclination on the part of a large number to avail themselves of the advantages of the schools. Mr. Low's report is quite full upon the subject of non-attendance, and offers another of the strongest arguments which must ultimately demonstrate to the practical common sense of the American mind the absolute necessity of compulsory attendance. He says, "More than 1,000 children of a suitable age to attend school are not found registered in any school, and nearly 1,000 more have derived but partial benefit from the schools. What means shall be taken to bring these children within the influence of our public schools, and educate them for the duties and responsibilities of American citizenship? Without endeavoring to find a solution of the question, I commend it to your serious attention." We shall have more to say on this subject ere long.

CHICAGO.—The regular Monthly Institute was held on Saturday, March 14, at the High School. The exercises before recess were: Singing by the pupils from the Franklin School, led by the principal, Mr. Lane; The Paper by the teachers of the Dearborn School, read by Miss Jennings; remarks by the Superintendent,

relating especially to the new report; and a Lecture by J. J. Noble, of the Haven School. The Section Exercises after recess were: Sec. 1. The use of Globes, by Mr. White, with a portion of his class. Sec. 2. A Discussion on principles and rules, as to which should be first taught. Sec. 3. Miss Carpenter, Geography of Illinois; and Miss Swift, Drawing. Sec. 4. Miss Felker, Arithmetic; and Miss Lucy Kendall, Drawing. Sec. 5. Miss Goold, the terms *hard*, *soft*, etc.; and Mrs. Woodbury, Drawing. B.

LAKE COUNTY.—We have received a Catalogue of the Officers, Instructors and Members of the Lake County Teachers' Institute, held at Waukegan, September, 1862. The Catalogue gives us the names of 87 members, 39 of whom, we are pleased to see, are subscribers to the *Illinois Teacher*. We infer from the proceedings of the Institute, as indicated by this Catalogue, that Lake County has a band of wide-awake, enterprising teachers. Success to them.

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#### NOTICES OF BOOKS, ETC.

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LEAVES AND FLOWERS; or, *Object Lessons in Botany* With a Flora prepared for beginners in Academies and Public Schools. By Alphonso Wood, A. M., Author of the Class-Book of Botany, etc. With 665 illustrations. New York: Barnes & Burr. Chicago: Geo. Sherwood. Pp. 322.

This little book is a mine of rich treasure. Beautifully illustrated and richly embellished with more than 600 plates, it must, if properly used by an intelligent teacher, prove a constant source of pleasure and profit to the pupil. The author does not offer the book as a means of oral instruction to little children, but designs it for those from 10 to 14 who are sufficiently advanced to use a text-book on the subject. For such it is admirably fitted. It is intended to give instruction in the Natural System, and contains a Flora sufficiently extensive to impart a great deal of practical knowledge of the native and cultivated plants of the United States.

A SPELLING-BOOK FOR ADVANCED CLASSES. By W. T. Adams. Boston: Brewer & Tileston. Pp. 86.

This work, as its title indicates, is intended for the use of advanced classes, for scholars who are to some extent familiar with the principles of pronunciation and syllabication. It is not intended to supersede the ordinary spelling-book, but rather to follow it. The words are arranged in lessons of thirty each, and numbered for convenience. All classification has been carefully avoided. The book contains 163 lessons, and is so arranged that it can be used orally or by writing.

PENNSYLVANIA COMMON SCHOOLS. Report of Superintendent of Common Schools of Pennsylvania, for the year ending June 2, 1862. Hon. Thos. H. Burrowes, State Superintendent.

This is a very cheering Report of the progress of Educational interests in Pennsylvania, except so far as colleges are concerned. It was feared that the condition of the country one year ago would have a damaging effect upon the schools. Those fears have not been realized, and the greatly increased number of females introduced into the schools seems not to have produced the disasters anticipated. The change effected last year, which legalized the lunar as the school month, and appropriated two days to be occupied by teachers in district Institutes, has, we are glad to learn, met the expectations of the friends of the measure. Some changes are recommended by the superintendent in relation to appropriations to colleges, seminaries, high schools, etc., which we doubt not will be, if adopted, of great practical utility. As we expected, the Report contains sound wisdom, and indicates progress.



THE AMERICAN JOURNAL OF EDUCATION. Published quarterly. Edited by Henry Barnard, LL.D. New Series, No. 5: Entire Series, Vol. XIII, No. 30.

Contents: 'Portrait of Francis Wayland'; 'What is Education?' 'National Institution for Military Education'; 'Captain Alden Partridge'; 'State and Individual Institutions for Military Education'; 'Benefactors of American Education'; 'Caroline Plummer'; 'Suggestions on Early Mental Training'; 'Plays, Pastimes and Holidays of Children'; 'Studies—Lord Bacon'; 'Elementary Schools as they were'; 'Elementary Schools in Ireland'; 'Subjects and Methods of Instruction in Primary Schools'; 'Illustrated School-Books'; 'American Text-Books', etc. This is a valuable and entertaining number. All professional teachers should subscribe for the *American Journal*.

#### THE NEW AMERICAN CYCLOPEDIA.—

This great work is now completed, the 16th and concluding volume having been published during the month of March. The publishers have not only faithfully kept their engagements, notwithstanding the increased cost of paper and materials, and the very great expense of the literary labor, which has much exceeded the estimate made five years ago, when the prospectus was issued, but have actually given to subscribers more than they promised. The last volume contains a list of contributors to the work, and a Supplement, containing new and omitted titles, the greater part of which are biographical and geographical sketches, whose subjects have acquired a prominence by reason of the war. In this connection the following history of the work, which we cut from the *New-York Evening Post*, will not be uninteresting to our readers:

"The work was begun in February, 1857. A staff of twenty-five writers was engaged, most of whom had desks in a large office, provided with a formidable library of books of reference in various languages. The Astor Library was, however, an additional and valuable place of reference. Besides the regular staff, as we have said, a number of gentlemen contributed articles on subjects upon which they were especially competent to treat; and it has been the rule, we believe, to intrust all papers upon the various sciences and arts to the most eminent professors and experts.

"The labor of revising the articles as written, and again revising the proofsheets, employed not only two editors, but in addition five or six other gentlemen, especially competent for this work, who verified dates and other figures, and so far as it is possible to human handiwork, made each page perfect. Besides this, proofs of all the more important articles were sent to the authors, or to experts, for verification and correction. The cost of the revision alone amounts to considerably over twenty thousand dollars.

"The number of titles or subjects treated is about twenty-seven thousand. The sixteen volumes contain 13,804 pages, which have fifty-two millions of 'ems'—printers' measure. To print the edition called for, of the first fifteen volumes, required 12,094 reams of white paper; to print ten thousand copies of the sixteenth volume consumed 556 reams more. The work has been circulated entirely by subscription; and it is saying not a little for the intelligence and wealth of America that so costly a work as this obtained not less than seventeen thousand subscribers. Of this number twelve thousand, we are informed, live in the free States, and five thousand in the slave States. Among the free States, New York furnished the largest number of subscribers; Massachusetts comes next on the list, and Pennsylvania third. Of the slave States Louisiana contributed the greatest number.

"The publishers, Messrs. D. Appleton & Co., have invested \$415,000 in this great literary venture. The amount paid to contributors and for making the stereotype plates, up to December 12th, was \$143,700. The other expenses, on \$217,550 volumes, were: for paper, \$111,500; printing, \$17,500; binding, \$110,000; advertising, circulars, etc., \$20,000. Add to this the cost of paper, printing and binding 10,000 copies of volume sixteen, \$10,500, and an item denominated ' sundries', \$1,800, and we have a grand total of \$415,000." B

FIRST LESSONS IN GEOMETRY. By Thomas Hill. Facts before Reasoning. Boston: Brewer & Tileston. Pp. 144. Price 25 or 30 cts.

A SECOND BOOK IN GEOMETRY. By Thomas Hill, President of Harvard University. Reasoning upon Facts. Boston: Brewer & Tileston. Pp. 136. Price about 50 cents. To be had of S. C. Griggs & Co., Chicago.

Dr. Hill is one of that class of persons, increasing in number each year, who, remembering that the child's powers of sensation are developed before his reasoning faculties, believe that a powerful logical drill, like, for instance, Colburn's First Lessons, is sadly out of place in the hands of a child before his powers of observation and conception have received any training. He also holds that children of from five to eight years of age are quicker at comprehending geometrical truths than those of fifteen. Having himself two children less than eight years of age, and knowing no text-book suitable for them, he wrote the First Les-

sons with their needs and capacities before his mind's eye. That he has been eminently successful, as, indeed, under the circumstances under which he wrote, he could hardly help being, no one who will take the trouble to read ten pages any where in the book can doubt. Soon after its publication, some eight years since, we procured a copy from the author, then President of the Board of Education at Waltham, and every year since then we have made many a little face to brighten, and eye to sparkle, as it was enabled, by the aid of a spool, a bit of string, a pin, or a twig, to drink in the sublime truths of geometry. By its aid in those earlier years of our teaching we gave object-lessons before we ever thought what object-lessons were. And, latterly, since the adoption in our schools of the Graded Course, it has given many a suggestion on the more difficult portions of Form, as we have it in the fifth, sixth and seventh grades.

The Second Book has just appeared. The author's idea is that some interval should elapse between the first book and this, which may be occupied by Arithmetic. It appears at first thought a strange notion to think of teaching a child Geometry before Arithmetic (and the person would indeed be insane who would put Legendre into the hands of a child of eight years of age); but the more we consider Mr. Hill's plan the more warmly it commends itself to our favor. His idea is to take first the facts of Geometry, then both the facts and reasoning of Arithmetic, and afterward, say at the age of from thirteen to eighteen, to return to Geometry — not to its facts only, but to its proofs. The first course of Geometry is calculated to develop the powers of imagination; the last, the powers of reasoning.

The Second Book, like the First Lessons, is eminently practical in its character. The illustrations are all made with the simplest objects, and such as are accessible to all. The course of reasoning is logical, and the conclusions complete. In its sphere we think it will be as successful as the First Lessons is in its. B.

#### A PRACTICAL ARITHMETIC: EMBRACING THE SCIENCE AND APPLICATIONS OF NUMBERS.

By Charles Davies, LL.D. New-York: Barnes & Burr. 1863. Pp. 336.

Just thirty years ago Prof. Davies published the first edition of his Common-School Arithmetic. Although superior to any work of the kind then published, that it was defective, and that the author was sensible of its defects, are evident from the fact that the revised editions, published in 1838, 1848, and 1855, differed so widely from each other that no two editions could be used together.

The last revision, just published, though much superior to any previous edition, and possessing many marked excellences, yet contains some inadequate and inconsistent definitions and analyses, and ill-chosen forms of expression, which ought not to occur in a book which has been before the public thirty years, and been revised four times.

An operation is defined as "*the act of doing something with numbers.*" True enough; but the expression can hardly be called elegant, nor is it consistent with his own definition in his Mathematical Dictionary, where it is "*something to be done.*"

The principles of Roman notation are incomplete, only four being given. The scholar can not from those given tell with certainty the value of such numbers as XIV, XIX, etc., since by the second principle their value would be 16, 21, etc., and by the third 14, 19, etc. Applying the first principle he came to (and he would have no reason to choose the third), he would be wrong.

In the rule for Numeration the direction is to "read each period as if it stood alone, naming its unit." Should not *except the period of units* be added? Throughout the book the expression *added together* is used, as "Like units alone can be added together" (p. 23); "In all applications in Arithmetic the numbers added together must have the same unit" (p. 31). See also pp. 22, 24, 119, etc. What is the force of *together*? The author might as well say multiply together in the rule on page 50, "Omit the ciphers and multiply the significant figures."

The expression "in concert in classes" is used on pages 26 and 35. Does *in classes* add any thing to its force?

On p. 41 occurs "The factors of the product are the multiplicand and multiplier." The word *factor* has never been defined, this being the first time it is used.

In the rule for multiplication is "Then add *their* partial products." Should it not read *the*?

A composite number is defined on page 47 as "one which may be produced by multiplying together two or more numbers," and on page 72 as one "which has two or more exact divisors." Why cumber the mind with two definitions of the same thing?

Division is defined as "the operation of *dividing* a number into equal parts." Then follow consistent definitions: "The divisor shows into *how many equal parts* the number is divided," and "The quotient . . . shows *how many times* the dividend contains the divisor."

"To the quotient before found annex the true remainder, *divided by the divisor*, for the true quotient." (Rule for division, p. 66.) The only clue a scholar can have to the meaning of this expression is to be found on p. 55, where it is stated that "there are three signs used to denote division,  $18 \div 4$ ,  $18 \over 4$ ,  $4 \overline{)18}$ . How does he know that he must take the second form in preference to the first or third?

"A multiple of a *number* is the product of that *number* by some other *number*."

"Prime *with each other*" occurs on pp. 78 and 79. *With, or to?*

"Divide the greater number by the less, and then divide the *preceding* divisor by the remainder." p. 81. We have no preceding divisor at this stage of the operation.

The *unit* 1 is used throughout Fractions. The design is, we suppose, to make a distinction between whole and fractional numbers, but we can see nothing in it but needless repetition. We might as well say a wine gallon gallon contains 231 cubic inches.

How clear is this definition: "A fraction is a fractional unit or a collection of fractional units"? and this: "The value of a fraction is the number of times *which it contains the unit 1*"? p. 84.

On p. 127 the value is given as "the quotient of the numerator divided by the denominator." Which definition shall we choose?

Again, on p. 86, "A mixed number is the sum of a whole number and a fraction"; and, on p. 116, "A mixed number is composed partly of a whole number and partly of a *decimal*."

On p. 87 we have, twice, "the value of the fraction will be *increased*." It should be *multiplied*. So on p. 88 *diminished* should be *divided*. "Addition of Fractions is the operation of finding the sum of two or more *fractional numbers*." "Subtraction is the operation of finding the difference between two *fractions*." "Multiplication of Fractions is the operation of taking one number as many times as there are *units* (?) in another when one or both are fractional."

In addition of decimals the direction is to point off "as many places for decimals as are equal to the greatest number of places in any of the numbers added"; in subtraction, "place the decimal point, in the remainder, directly under that of the subtrahend."

The year 1792 is given as the date of the establishment of the Decimal Currency: it should be 1786. (pp. 130, 148.)

A scale is defined as "the connecting link between two denominations." In the table of English Money then there are three scales—4, 12, and 20. The rule for reduction reads "Divide the given number by the *scale*"; then "divide the quotient by the *next scale*," etc.

Webster's definition is "A scale is a series of steps"; and Mr. Davies himself in his dictionary says "The *scale* for British currency is thus expressed — £, s., d., far.; and in this very arithmetic, in his rule for Multiplication of Compound Numbers, we have "divide by the *units of the scale*." He is not even consistent with himself.

"A cube is a *figure*," etc.; p. 157. "A figure is a diagram or drawing made to represent a magnitude upon a plane surface." (Davies's Dictionary of Mathematics, p. 246.) Therefore, a *cube* is a *diagram*.

In the table of Liquid Measure the old denominations of hogshead, pipe and tun are given, when these as at present used are the names of casks, and do not express any fixed or definite measures.

In the Table of Time it is asserted that every fourth year contains 366 days. Will 1900 be a leap year?

Ex. 29, p. 171. "If the number of inhabitants in the United States were 24 millions, how long *will* it take a person to count them?"

Ex. 31, p. 171. "There is a cube, or *square piece of wood*," etc.

In reducing a compound number to a decimal, we are told to *annex the integral part to the decimal*. (p. 177.)

Addition, Multiplication and Division of Compound Numbers are defined, but Subtraction is not.

In finding time between dates the direction is, "Write the earlier date under the later." How would it be with time B.C.?

Thirty pages are headed *Denominate Numbers*, which, according to the definition, should be "*Compound Numbers*."

"The franc is divided into tenths called decimes, *corresponding to our dimes*, and into centimes, *corresponding to our cents*." p. 256.

An analysis of the formation of a cube is given, followed immediately by the rule for cube root, with not the slightest connection between the two.

We are much pleased with the presentation of Notation and Numeration, and are glad to see Fractions precede Compound Numbers. It is, we think, the true order. Ratio and Proportion are clear and practical; although to find the ratio the consequent is divided by the antecedent. The old *fol-de-rol* of Cause and Effect, with two rules, with the causes producing the same and different effects, and the scholar unable to tell by which he should do an example not in the book, is supplanted by a neat rule applicable to all cases. We do not see how Percentage and its Applications could easily be improved.

As a whole, as may have been surmised from what we have said, we are not well pleased with Davies's new Practical Arithmetic. B.

INTRODUCTORY COURSE OF NATURAL PHILOSOPHY: for the use of Schools and Academies. Edited from *Ganot's Popular Physics*, by William G. Peck, Professor of Mathematics in Columbia College, New York. New York: A. S. Barnes & Burr. 1860. Pp. 480. 308 Illustrations. For sale by George Sherwood, Chicago.

The works of M. Ganot are noted for being not only popular treatises but thoroughly scientific expositions of the principles of Physics. In addition to his *Traité de Physique*, which is intended for the use of colleges and higher institutions of learning, he has recently published this more elementary work, adapted to the use of schools and academies. In this he has preserved the prominent features and all the scientific accuracy of the larger work. While the book is characterized by a logical development of scientific principles, and great clearness of definition and expression, the necessity for apparatus is as far as possible avoided by the extraordinary number of clear and accurate engravings, far surpassing in design and execution any thing ever before introduced into a text-book.

The American Editor, while he has not aimed to produce a strict translation, has endeavored to preserve throughout the spirit and method of the original work. In this he has been unusually successful. The illustrations, which are *fac-simile* copies of the original engravings, reproduced through special arrangement with the author, are a prominent feature of the American as well as of the French edition. We take much pleasure in recommending the work to the attention of teacher, pupil, or general reader, as being in all respects the best elementary work we have ever examined. B.

RECEIVED.—From R. S. Davis & Co., Boston, Greenleaf's Common-School Arithmetic (revised), New Elementary Algebra, and Primary Arithmetic (revised): from A. S. Barnes & Burr, Davies's New Intellectual Arithmetic: from Brewer & Tileston, Farrar's Arithmetical Problems: from Sheldon & Co., Bullions's series of English Grammars, and Stoddard's Rudiments of Arithmetic: and from William Wood & Co., Brown's series of English Grammars, revised by Kiddle. B.



**NEW BOOKS ANNOUNCED.**—Messrs. Ticknor and Fields announce to appear immediately *Good Thoughts in Bad Times*, by Thomas Fuller; *Life in the Open Air*, and other Papers, being the last of the writings of Theodore Winthrop; and a new book by the Country Parson, *The Every-Day Philosopher in Town and Country*. Mr. George W. Childs, of Philadelphia, will publish on April 1st Sir Charles Lyell's great work, *The Geological Evidences of the Antiquity of Man*, of which over five thousand copies were ordered in England before publication. The Harpers have, just out and to appear immediately, Baldwin's *African Hunting*, from Natal to the Zambesi, from 1852 to 1860 (small 8vo, \$1.50), and Kinglake's *Crimean War*, its Origin and Progress down to the death of Lord Raglan, (with maps and plans, 2 vols. 12mo). The same publishers also announce Willson's *Primary Speller*, based on the approved principles of the Development System, without the omission of a single valuable feature of our present spelling-books. They have also in course of preparation a series of *Arithmetics* by J. H. French, LL.D., of Syracuse, intended to form, with the higher mathematical works of Prof. Elias Loomis, of Yale College, *Harper's Uniform Mathematical Series*. They are expected to be ready in time for the opening of the Fall schools.

B.

**MR. JOHN R. WALSH.**—No one who will step in for a moment, during any hour of the day, at the periodical store of the above named gentleman, on Custom-House Place, Chicago, can fail to realize that we are emphatically a reading people. Literature of all kinds is piled up there literally by the cord. Seeing, the other day, the huge bundles of the April *Atlantic* as they came in, we were led to ask the number of the leading journals which Mr. Walsh receives. Of the *Chicago Tribune* he has from eight to ten thousand daily; of *Harper's Monthly*, 2,200; of the *Atlantic*, 1,500; of *Godey*, 1,800; of the *Continental*, 400; of *Harper's Weekly*, 2,600; and of the *New-York Ledger*, no less than 5,000 copies weekly. Mr. Walsh can be depended on to answer orders by mail for any thing in his line, at the lowest rates.

B.

**THE MONTHLIES.**—The *Atlantic* for April contains: 'On the Vicissitudes of Keats's Fame'; 'A Spasm of Sense'; 'My Ship' (poetry); 'Betrothal by Proxy'; 'Resignation'; 'The Flag' (poetry); 'Wet-Weather Work'; 'Golden Wedding'; 'The Silurian Beach'; 'Coralie' (poetry); 'Sojourner Truth, the Libyan Sibyl'; 'American Horticulture'; 'The East and the West' (poetry); 'Personal Reminiscences of the late Henry Thomas Buckle'; 'Cavalry Song'; 'No Failure for the North'; and the 'Reviews and Literary Notices'. The authors of the articles are: Mrs. Stowe, Ik. Marvel, Louis Agassiz, F. Wayland, jr., J. R. Lowell, Gail Hamilton, The Country Parson, Theodore Winthrop, Mrs. Howe, M. D. Conway, Joseph Severn, F. G. Tuckerman, J. P. Quiney, and Charles Hale.

*Harper* for April contains articles by Mr. Kinglake, A. H. Guernsey, J. Ross Browne, Rose Terry, Caroline Chesebro, J. H. Siddons, Geo. Wm. Curtis, M. E. Dodge, Samuel Osgood, Louise Chandler Moulton, and others. The illustrated papers are, 'Another African Hunter', and 'A Few Days in Moscow'; serial, 'Romola', and 'For better, for Worse'; Political, 'The Home and the Flag', 'Some Secession Leaders', 'Louis Napoleon'.

The *Continental* for April has not yet arrived. The March number contained papers by Hon. R. J. Walker, Hon. F. P. Stanton, Hon. G. P. Dissoway, Charles G. Leland, Eleanor C. Donnelly, Mary E. Nealy, E. S. Rand, jr., A. Compe, jr., and others. The author of 'Among the Pines' continues the 'Merchant's Story'; 'Montgomery in Secession Times' is a most interesting article, showing how it was once possible to have prevented the strong Union sentiment in the South from dying out. The principal political articles are 'European Opinion', and 'The Union'.

*Godey*, *Peterson*, and *Arthur*, for April, were all promptly at hand. *Godey* contains fifty articles and fifty-six embellishments. The steel-plate engraving is entitled 'Spring; or the Return of the Swallows'.

*Peterson* has a fine, clear steel engraving, entitled 'The Quarrel'. It tells its own story. The number of articles is thirty-seven; of embellishments, sixty-four.

*Arthur* contains the usual number of good things.

H.

**FOR SCHOOLS, COLLEGES, ETC.**

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Prof. JOHN TORREY, of the U. S. Assay Office, who may be regarded as the father of American Botany, writes: "Gray's Manual, with the New Lessons in Botany and Botanical Text-Book, are all that can be desired by teachers of this branch of science in our Schools, Academies, and Colleges."

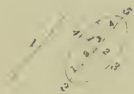
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# Analysis of the Letters.

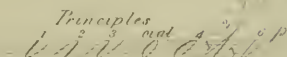
See Chapter viii Page 65. Manual.



Elements.

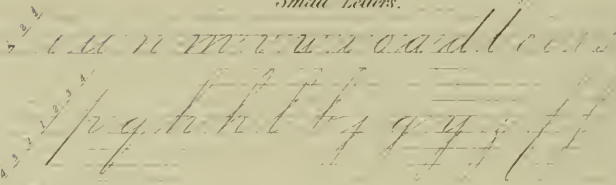


Principles



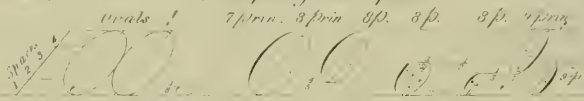
Small letters.

Scales of Length.

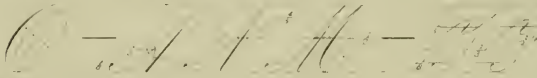


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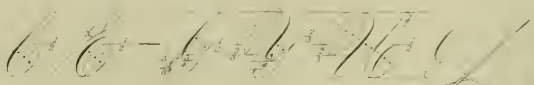
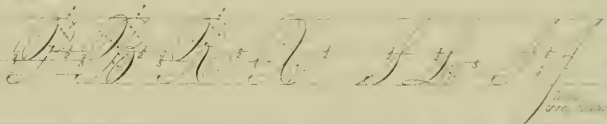
Principles of the capitals.



Capitals with their Proportions, Slope & Shade.



1. Height



For analysis of figures, see page 71



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# ILLINOIS TEACHER.

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## PENMANSHIP.\*—NUMBER III.

BY PATSON, DUNTON AND SCRIBNER.

THE accompanying plate contains the complete analysis of both grammatical classes of the letters of the alphabet. It gives, first, the elements and principles of the small letters; then, the small letters themselves, arranged according to the principle which predominates in them, and placed on a scale to show their respective proportions; next, the principles of the capitals and the capitals themselves, with their proportions, slope, and shade. The forms used for the capitals are of the simplest kind, adapted to the immaturity of the pupil's faculties, both mental and physical.

The question is some times asked, Why not teach the more complicated forms from the first? We reply, for several reasons. The pupil's mental appreciation of form is to be developed and furnished with a standard. The purest and simplest forms, such as the true line of beauty and the direct and inverted ovals, seem best adapted to this end. They are therefore given in their most formal forms. Every part is made by rule. Look at the capital *B*, for instance. The line of beauty, which forms the stem, has equal and similar curves: the dot is made, as shown in the second line above, by turning up from the point where the oval from which the stem is derived touches the base line, and returning on the main slope which is the medial line of the oval. The cap commences with the inverted oval, its length two-thirds that of the letter, its width half its length, the distances between the left curves and between the right curve and the stem equal, and half that in the loop; the top is the top of an

\* *Theory and Art of Penmanship.* A Manual for Teachers. Illustrated with engravings. Boston: Crosby & Nichols.

oval, as may be seen by completing it to the base line; the separating loop between the two lobes on the right, which characterize the letter, is a little above the middle of the letter, which ends with an incomplete inverted oval, half the height, and forming the equal spaces marked by the small crosses. All the letters are thus, as far as possible, subjected to exact measurement. What is the result? Experience shows that pupils thoroughly drilled on this method acquire a judgment of form, space, and proportion, which stands them in good stead when the more elaborate and ornamental forms of penmanship are reached. They have received a mental discipline which gives them the mastery over all varieties of script forms. On the other hand, the accuracy and simplicity of these forms is within the reach of their powers of execution. They can be written with deliberation and care, while the more dashing curves and shades of a fancy style require to be struck with a more dashing movement, and can only so be made handsomely. But this dashing movement is the final attainment of the physical training of the hand and arm, and requires the government of a mental volition acting through a perfect conception of the form designed to be made. We think this point one of the highest importance, and commend it to the earnest consideration of those teachers who wish to have classes of good writers in their schools.

The following are our general rules for the capitals:

*Rule 1.* The height of the capitals is four spaces, the same as the loop-letters.

*Rule 2.* The Seventh Principle as Capital-Stem in fourteen letters, *A, B, F, G, I, K, M, N, P, R, S, T, X, Y*, is ended with a dot in our elementary books. The turn is the bottom of the oval from which the lower curve of the stem is derived. The dot is half the height of a space, and is always made on the main slope.

*Rule 3.* The Third Principle of the small letters begins *F, H, K, T, V, W, Z*. It starts one-third the height of the letter from the base line, its centre is one-third from the top of the letter, and the distance of its main stroke from the stem is the same as its height, which is one space.

*Rule 4.* The Eighth Principle, or Direct Oval, is in the *O*, the whole height; as termination in the *D*, four-fifths; in the *C, E, H, K, M, R, U, X*, one-half; in *L, Q, Z*, one-third. In *O*, the distance between the left curves equals one-fourth the width; in all other letters, one-third.

*Rule 5.* The Ninth Principle, or Inverted Oval, as a commencement in *B, P, Q, R, U, X, Y*, is two-thirds the height; as a termination in *B*, one-half.

*Rule 6.* Two shades should never come next to one another; and the heaviest part of a shade should be in the middle of the curve.

*Rule 7.* The proportions of the ovals are to be measured on their diameters; of the letters, on their vertical height.

*Rule 8.* All ovals are on the main slope. A minute description of each letter is given in the Manual.

In teaching the Capitals, first, let the pupils have considerable practice on waste paper in writing the capital-stem ending with a dot, the Direct Oval made with a hair line throughout and simply closed at the top without the curve running down inside, and the Inverted Oval made in the same way, beginning at and closed at the bottom; next, analyze carefully the capital letter to be written, describe it minutely, exhibit it on the board, then have it written; criticize one point at a time after each essay. Practice on it till every fault is corrected.

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#### S H O R T - H A N D . — N U M B E R I I .

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THEY tell us of a *dead point* in the study of Phonography. Mr. Elias Longley, in a letter a short time since, said "I see you have passed the dead point." I passed it, then, unconsciously. It was never observed. This 'dead point' is a point in the study of shorthand where the student's interest in it diminishes to such a degree that it is doubtful whether he will advance or go back, whether he will persevere in or give up the study. There may be such a point; but I have never seen the day nor hour in which my love and zeal in this favorite study was not on the increase. But I promised to speak with moderation.

"How long does it take to acquire a knowledge of Phonography?" This is a question frequently asked, but which can never be definitely answered. Pitman says he has had pupils that were able to report in *three* months from the commencement of the study. But we would give him a year. We think nothing of spending *several* years preparatory to entering upon one of the professions. Half the time, perhaps, would make a good phonographic writer. And what higher accomplishment or better capital does a young man need with which to commence the world? Suppose he looks upon it in the light of a profession, and becomes in fact a reporter. He is able, if that is his object, to make more *money* than those in almost any other calling.

Graham says "I usually charge 25 cents per hundred words, or \$25 per day." Dr. Stone, of Boston, says "I charge \$10 per hour."

Allowing that these are extraordinary prices, given to extraordinary men, it is safe to count on \$10 per day for ordinary, good reporters, which, I believe, was the sum actually paid in our legislature a year ago.

A letter recently received from a brother phonographer, reporting in the legislature of a neighboring state, says "I am making more money than the members."

But I have doubted the propriety of dwelling so much upon the pecuniary value of Phonography, and in my next communication will recommend it from higher and nobler considerations.

In conclusion, Mr. Editor, allow me to invite correspondence, in the reporting style of Graham's Phonography, the object being *mutual* improvement in this much-coveted art.

O. L. BÄRLER.

CHESTER, ILL., March 24, 1863.

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## S T U D Y O F W O R D S .

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THE title of this article will readily suggest the work of Dean Trench. Six years have passed since we read his admirable book, and never for a moment has its spirit ceased to pervade our private reading or public teaching. Words no longer appear as mere arbitrary signs of ideas, but as lively images of human thought.

The analysis of words receives very little attention in the common school. The popular Spellers devote a few pages to Latin and Greek roots, prefixes, and suffixes; while 'Etymologies', so called, though more complete, are not widely used. The spelling-lesson, as understood by most teachers and scholars, consists in the proper location of the letters of a word. This is, of course, necessary; but why not go further, and unlock the hidden meaning which these terms contain? We do not mean only the separation of compound words of classical or Anglo-Saxon origin into their constituent parts. There is a great number of nouns in the language borrowed from a hundred promiscuous sources, whose derivation and signification are of curious interest.

For years it has been our practice in hearing the higher spelling-



classes to have Webster's Unabridged lying before us: any word whose origin or composition is not thoroughly understood is at once explored, and in this way many names apparently common-place have discovered a rich significance.

Take the following specimens that have occurred in some of our recent lessons: *ceiling*, *Champagne*, *Christmas*, *chivalry*, *cresecent*. Now suppose that you are satisfied with the ordinary spelling and defining of these expressions in this wise: *ceil-ing*, upper side of a room; *Cham-pagne*, a brisk wine; *Christ-mas*, 25th day of December; *chiv-al-ry*, knighthood; *eres-cent*, increasing. Will the pupil's intellectual horizon be enlarged by hearing that knighthood is equivalent to chivalry, or that increasing is explanatory of crescent? Will he not rather be disposed to regard both as mysterious associations of letters which only long discipline will enable him to employ? A brief reference, however, to the great Noah will invest these same terms with a real charm. We take the five mentioned above:

*Ceiling*. Fr. *ciel*, Lat. *cœlum*, heaven. Originally applied to vaulted buildings without stories, as cathedrals. The ceilings of our homes, then, are little heavens!

*Champagne*. Fr. The district in France where the sparkling beverage is made.

*Christmas*. Christ-moessa, Saxon moessa, holyday. Here we find what the *mas* is for in this popular feast.

*Chivalry*. Chevalerie, Fr. from *cheval*, horse. The knights rode on horseback because it was deemed more honorable than service on foot. Here, if the scholar's reading be limited, the teacher may give a few historical items, of which these are the heads: castles — fair ladies — tournaments — Crusaders — Don Quixote.

*Crescent*. Lat. *erescō*. The increasing new moon. This name is rich in associations. Emblem of the Turks — Crescent and Cross as rivals battling in the East — the Moslem career in Europe — Crescent City or New Orleans, Mississippi, and the French.

Thus, ideas of great value and beauty are hidden in hundreds of words that we daily dismiss with dull definitions. Like barren districts among the mountains, they give little indication of the rich treasures that lie concealed beneath. Rare gems of history, romance, poetry, and science, will be found to sparkle at our touch in many a current phrase.

In conclusion, we earnestly recommend Trench's 'Study of Words' to our teacher friends, as it discourses most genially on a theme to which we have here barely alluded.

W. W. D.

## THE NEW-ENGLAND COUNTRY SCHOOL.

[THE following sketch of a Country School in New England — ‘as it was’ is copied from the “*Columbian Muse*, a selection of American Poetry, from various authors, published by Mathew Carey, Philadelphia, 1794,” — where it is credited to the *New-Hampshire Spy*.]

## THE COUNTRY SCHOOL.

“Put to the door — the school’s begun;  
Stand in your places, every one;  
Attend——”

“Read in the Bible,—tell the place.”  
“Job twentieth, and the seventeenth verse.”  
“Caleb, begin.” “And—he—shall—suck——”  
“Sir, Moses got a pin and stuck——”  
“Silence! — Stop, Caleb.—Moses, here!  
What’s this complaint?” “I did n’t, sir.”  
“Hold up your hand. What’s in ’t, a pin?”  
“O dear, I won’t do so agin.”  
“Read on.” “The increase of his b-b-borse——”  
“Hold: h-o-u-s-e spells house.”  
“Sir, what’s this word? for I ca’ n’t tell it.”  
“Ca’ n’t you, indeed? Why, spell it.” “Spell it.”  
“Begin yourself, I say.” “Who, I?”  
“Yes, try: sure you can spell it.” “Try.”  
“Go, take your seats and primers, go:  
You sha’ n’t abuse the Bible so.”

“Will pray, sir, Master, mend my pen?”  
“Say ‘Master’; that’s enough. Here, Ben,  
Is this your copy?” “Ca’ n’t you tell?”  
“Set all your letters parallel.”  
“I’ve done my sum —’t is just a groat——”  
“Let’s see it.” “Master, m’ I g’ out?”  
“Yes; bring some wood in. What’s that noise?”  
“It is n’t I, sir, it’s them boys.”

“Come, Billy, read. What’s that?” “That’s A.”  
“Sir, Jim has snatched my rule away.”  
“Return it, James. Here, rule with this.  
Billy, read on.” “That’s crooked S.”  
“Read in the Spelling-book: begin.”  
“The boys are out.” “Then call them in.”  
“My nose bleeds: may n’t I get some ice,  
And hold it in my breeches?” “Yes.  
John, keep your seat.” “My sum is more.”  
“Then do ’t again: divide by four,

By twelve and twenty — mind the rule.  
 Now speak, Manasseh, and spell *tool*."  
 "I ca' n't." "Well, try." "T-w-l."  
 "Not washed your hands yet, booby, ha?  
 You had your orders yesterday.  
 Give me the ferule; hold your hand."  
 "Oh! oh!" "There, mind my next command."

"The grammar read. Tell where the place is."  
 "C sounds like k in *cat* and *cases*."  
 "My book is torn." "The next." "Here not—"  
 "E final makes it long: say *note*.  
 What are the stops and marks, Susannah?"  
 "Small points, sir." "And how many, Hannah?"  
 "Four, sir." "How many, George? You look."  
 "Here's more than fifty in my book."  
 "How's this? Just come, Sam?" "Why, I've been—"  
 "Who knocks?" "I do n't know, sir." "Come in."  
 "Your most obedient, sir." "And yours."  
 "Sit down, sir. Sam, put to the doors.  
 What do you bring to tell that's new?"  
 "Nothing that's either strange or true.  
 What a prodigious school! I'm sure  
 You've got a hundred here, or more.  
 A word, sir, if you please." "I will.  
 You girls, till I come in be still."

"Come, we can dance to-night; so you  
 Dismiss your brain-distracting crew,  
 And come, for all the girls are there,  
 We'll have a fiddle and a player."  
 "Well, mind and have the sleigh-bells sent;  
 "I'll soon dismiss my regiment."

"Silence! The second class must read  
 As quick as possible: proceed.  
 Not found your book yet? Stand: be fixed.  
 The next read. Stop: the next: the next.  
 You need not read again: 't is well.  
 Come, Tom and Dick, choose sides to spell."  
 "Will this word do?" "Yes. Tom, spell *dunce*.  
 Sit still there, all you little ones."  
 "I've got a word." "Well, name it." "Gizzard."  
 "You spell it, Sampson." "G-i-z—" "  
 "Spell *conscience*, Jack." "K-o-n-  
 S-h-u-n-t-s." "Well done!  
 Put out, the next." "Mine is *folks*."  
 "Tim, spell it." "P-h-o-u-x."  
 "O shocking! Have you all tried?" "No."  
 "Say 'Master'; but no matter: go,  
 Lay by your books; and you, Josiah,  
 Help Jed to make the morning fire."

## SCHOOL DISCIPLINE.

THE ease with which a school is governed depends very much upon the teacher's success during the first week of the term. It is not safe for the teacher to act upon the adage that 'a bad beginning makes a good end'. A few mistakes in organizing a school may vitiate the labors of an entire term. An indiscreet remark made the first hour may develop an incipient opposition which months of effort can not wholly remove.

How important, then, that the teacher enter the school-room with clear ideas of his work, and with carefully-matured plans of procedure. This importance is increased by the fact that the state of mind with which many scholars enter school places the teacher under serious disadvantage. His every motion is watched. Mistakes which one month after would not be noticed are magnified by a semi-hostile feeling which an acquaintance with the teacher has not yet removed. We propose, therefore, to commence our article on the outward work of the teacher in school-discipline with a few practical hints on the manner of opening a school.

1st. Enter the school-room with well-matured plans. Ascertain, as far as possible, beforehand the general condition of the school, the books used, the nominal advancement and number of classes, etc., and lay out your first day's work. This will doubtless be somewhat modified by the fuller information which a personal acquaintance with the school will disclose, but not sufficiently to confuse or disconcert you. It is important that your scholars see at once that you are at home, and know what you are about.

2d. Establish at once a complete system in your school, having a stated time and manner for each exercise. Serious disorder usually springs from friction in the internal workings of a school, and there must always be friction where there is no system. But in order to establish system you must not be continually experimenting — trying one plan to-day and another to-morrow. Make up your mind carefully what course you will pursue, and then pursue it until successful. A poor system well carried out is better than a superior one half worked.

3d. Make the first week preëminently one of drill. Establish the order of your school, not by announcing a set of arbitrary rules, but by insisting on every thing being done in a special manner. Put the school at once in running order, and then drill until order becomes a



habit. A company of recruits needs to be drilled, rather than to hear the treatises on infantry tactics read. So with a school. The best-regulated schools that we have ever seen were apparently ruleless. There were, of course, rules, but, like the all-controlling law of gravity in nature, they were inarticulate and silent.

But whether rules are necessary or not, the opening of a school is not the proper time to announce them. The mere announcement of the rule at such a time, and especially if accompanied with a threat, begets in the vicious pupil a desire to break it, merely to test the mettle of the new teacher. If broken with impunity, the rule becomes worse than useless. If punishment follows violation, irreparable mischief may be done by causing a permanent hostility of feeling on the part of the scholar. We refer now more particularly to negative rules—those forbidding certain courses of conduct. It may be necessary to give sparing general directions. As a general rule, however, in stead of saying that scholars must do thus and so, set them to doing what you wish, and drill until ease and promptness are secured.

4th. Undertake nothing you are doubtful about being able to carry out. Let your scholars understand from the start—not by telling them—that what you attempt is to be done; and be very careful not to attempt any thing you can not do. The time of all others to be persistent is at the beginning of the term. When your scholars learn that you have back-bone, they will soon respond to your requirements with alacrity.

Montrose Dem.

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## CLOSING EXERCISES.

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WHAT are the proper exercises for the close of our public schools is a question, perhaps, of some importance. Various exercises have heretofore been adopted, but many of them lie open to some objection. Whether any special preparation is profitable, and if any, what kind and how much, would seem points in the question worthy of notice.

To allow the school to commence its decline from about the middle of the term, and, gradually dwindling away, be declared 'out' at last by the teacher, is but to adopt the spirit of an age of which we profess to be far in advance—of the age of  $7 \times 9$  school-houses, and single-rule-of-three teachers. To adopt the 'flaming' exhibition plan of closing up schools seems the waste of much time for little advantage. Every one who has conducted these exhibitions knows at

how great a sacrifice of profitable study they are gotten up — preceded always by a perfect furore of preparation. Declamations, dialogues, comics (an abundance of them), essays — almost invariably prepared by the teacher, — must be *learned*. Days, and even weeks, are spent in *saying* the speeches, while books and study, the real means of their education, are left entirely out of the question. What they may have learned in the former part of the term is forgotten, and the result is little practical good — little real progress, and half a winter wasted merely for the sake of a show. If the public school really is the place to acquire the art of the comedian, tragedian, or even that of the orator, would it not be more effectual to intersperse such exercises among the ordinary lessons of the session?

Between extremes, usually, a safe mean may be found. Thoroughness is an object never lost sight of by the good teacher, and to the pupils is of first importance. It is not the length but the depth that marks the pupil's proficiency. It is not the number of books, but the pupil's knowledge of them, from which his progress should be estimated; and the teacher who does not understand and act upon this fact is unworthy his high position. How this thoroughness is to be secured is for the teacher to determine, depending, as it does, somewhat upon the disposition of his pupils; yet it should not be lost sight of. Would not the closing-up of school, then, by a day spent in examination, in the presence of the parents and directors, be not only satisfactory, but profitable? Preparatory to this examination, a judicious amount of reviewing would tend to render the pupils thorough, furnish sufficient incentive to hold out to the close of school, and would be appropriating all the term usefully and beneficially to the pupils.

Shall we not hear from some of our fellow teachers upon this subject?

INQUIRER, in Greene Co. Republican.

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#### COMPULSORY ATTENDANCE IN MAINE.

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WE believe that the better way to secure the prompt and regular attendance of children at school is to provide attractive school-rooms, and teachers who understand the *art of drawing* their pupils to school by all kinds of winning ways. But when the best has been done by the district and the teacher, there will remain a class of children in many places who will play truant whenever they can, either

with or without the connivance of their parents. This absence of children from school, whether it be constant or only occasional, is a damage not merely to the children themselves, but to society at large. The state, which provides so liberally for the education of all its children by taxing every property-holder for this purpose, should see to it that the children are reaping the advantages thus provided; and if the state has a right to compel the payment of taxes to educate the children, it has the corresponding right to compel the attendance of those children. It is a mistaken idea of some parents that the state has no right to require them to place their children at school and keep them there during such time as may be reasonable and necessary. Our cities and many of the larger towns have special municipal officers to look after truants. But in many towns the matter of attendance is wholly neglected by the authorities. We think it is hardly understood in the community generally that the statute makes any provisions for this difficulty. We therefore call attention to the following sections of the School Law, Revised Statutes, chapter XI:

SEC. 12. Towns may make such by-laws, not repugnant to the laws of the state, concerning habitual truants, and children between six and fifteen years of age not attending school, without any lawful and regular occupation, and growing up in ignorance, as are most conducive to their welfare and the good order of society; and may annex a suitable penalty, not exceeding twenty dollars, for any breach thereof; but said by-laws must first be approved by a judge of the supreme judicial court.

SEC. 13. Such towns shall appoint, at their annual meeting, three or more persons, who alone shall make complaints for violations of said by-laws to the magistrate having jurisdiction thereof by said by-laws, and execute his judgments.

SEC. 14. Said magistrate, in place of the fine aforesaid, may order children proved to be growing up in truancy, and without the benefit of the education provided for them by law, to be placed, for such periods of time as he thinks expedient, in the institution of instruction, house of reformation, or other suitable situation provided for the purpose under the authority conferred by section 12.

It is earnestly recommended to all towns where this evil exists to make such by-laws as are provided for in section twelve, above quoted, and insist upon their enforcement.

On this subject the Supervisor of Saco says "It is very important that something should be done which shall bring into our different village schools the large number of children and youth that are now spending their time in idleness and vice. They will very soon be of an age to exercise the right of suffrage, and to aid in controlling the rights and privileges which an intelligent and moral community justly hold so sacred. Very soon they are to become the fathers and mothers in another generation," and will give to society a tone and character, so far as they are concerned, corresponding to their own.

The Supervisor of Cornville makes this estimate: "I find that the whole number of days of absence during the past year have been about 4,630, which is more than twelve years of time that has been lost to the scholars of this town in a single year. Is there any justifiable cause for so much absence? Sickness does not account for it, and it may be inferred that in most cases it was unnecessary. A reform is needed in this matter."

Maine Teacher.

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### L I F E ' S   Q U E S T I O N .

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DRIFTING away  
 Like mote on the stream,  
 To-day's disappointment  
 Yesterday's dream;  
 Ever resolving —  
 Never to mend:  
 Such is our progress:  
 Where is the end?

Whirling away  
 Like leaf in the wind,  
 Points of attachment  
 Left daily behind,  
 Fixed to no principle,  
 Fast to no friend;  
 Such our fidelity:  
 Where is the end?

Floating away  
 Like cloud on the hill,  
 Pendulous, tremulous,  
 Migrating still:  
 Where to repose ourselves?  
 Whither to tend?  
 Such our consistency:  
 Where is the end?

Crystal the pavement,  
 Seen through the stream:  
 Firm the reality  
 Under the dream:  
 We may not feel it,  
 Still we may mend:  
 How we have conquered  
 Not known till the end.

Bright leaves may scatter,  
 Sports of the wind,  
 But stands to the winter  
 The great tree behind:  
 Frost shall not wither it,  
 Storms can not bend:  
 Roots firmly clasping  
 The rock, at the end.

Calm is the firmament  
 Over the cloud:  
 Clear shine the stars through  
 The rifts of the shroud:  
 There our repose shall be,  
 Thither we tend:  
 Spite of our waverings,  
 God is the End.

HENRY ALFORD (Dean of Canterbury). Macmillan's Magazine.

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It is better to be poor, with one's manhood kept bright and unsullied, than to gather wealth by thousands, knowing every time you pace your parlor a mean man's foot presses your velvet, and that you see the face of a cheat and a sneak every time you look into your costly mirror.



## SCHOOL EXERCISES.

QUESTIONS USED AT THE ANNUAL EXAMINATION OF THE CHICAGO SCHOOLS, MARCH 26, 1863.

## (SECOND GRADE QUESTIONS.)

ARITHMETIC.—1. Divide one hundred billions ten thousand and one hundred by one million and ten.

2. Bought a piece of land for \$4,000, and sold it for  $\frac{5}{6}$  of what it cost: how much was the loss?

3. If the smaller of two fractions is  $\frac{9}{17}$  and their difference  $\frac{7}{23}$ , what is the greater?

4. How many times will the driving-wheels of a locomotive turn round in going from Chicago to Springfield, a distance of 230 miles, supposing the wheels to be 18 feet 4 inches in circumference?

5. What part of a mile is 7 fur. 23 rd. 2 yd. and 1 ft.?

SPELLING.—Submissive, vegetable, malicious, papa, mamma, knavish, toughness, stubborn, diffidence, scarcity.

ORAL COURSE.—1. Define and illustrate solids, liquids, and gases.

2. Explain the process of rowing a boat.

3. Digestion.

4. Circulation of the blood through the system.

5. Raising bread.

GEOGRAPHY.—1. Describe the surface of Mexico.

2. What countries and states border on the Gulf of Mexico?

3. Name the principal rivers of South America.

4. Give the boundaries of Russia.

5. Draw an outline map of Italy.

## (THIRD GRADE QUESTIONS.)

ARITHMETIC.—1. Divide ten billions one hundred thousand and one by one billion one hundred thousand and one.

2. Change  $2\frac{7}{10}$ ,  $\frac{27}{30}$ , 4,  $1\frac{2}{3}$ ,  $\frac{11}{15}$ , and  $\frac{5}{8}$ , to equivalent fractions having the least common denominator.

3. What is the least common multiple of 42, 49, 72 and 88?

4. What is the greatest common divisor of 77, 105, and 140?

5. A man owned  $\frac{5}{7}$  of a farm, and sold  $\frac{1}{4}$  of his share: what part of the whole farm had he left?

SPELLING.—[Same as Second Grade.]

ORAL COURSE.—1. The Crusaders.

2. Component elements of water.

3. Mariner's Compass.

4. Anthracite coal.

5. Granite.

GEOGRAPHY.—1. Name the leading products of the Eastern States; the Middle; the Southern; the Western.

2. What rivers flow into Albemarle and Pamlico Sounds?

3. In what states are lead-mines found?

4. Give the boundaries of Texas.

5. Draw an outline map of Mexico.

(FOURTH GRADE QUESTIONS.)

ARITHMETIC.—1. Write four thousand six hundred and eighty-nine in Roman numerals.

2. Add the following numbers: seven thousand and one; two hundred and twenty; one thousand and eighty; four thousand and four hundred; one hundred and ten; nine thousand and thirty.

3. Take 8; add 10; divide by 6; multiply by 12; add 18; subtract 42; divide by 12; add 41, and give the result.

4. Five men bought a horse for \$100, and paid \$2 a week for keeping him. At the end of six weeks they sold him for \$122: how much did each man gain by the bargain?

5. Multiply two hundred and fifty millions and one hundred by one million nine hundred and twelve thousand and twenty-four.

SPELLING.—Chieftain, screech, picnic, shilling, soothe, choke, certain, complete, autumn, shawl.

ORAL COURSE.—1. How is sound produced?

2. Velocity of sound.

3. What is refraction, and what experiment illustrates it?

4. Cause of color.

5. Hard and soft water.

GEOGRAPHY.—1. What season of the year is it now in the South Temperate zone?

2. Of what does Physical Geography treat?

3. Vegetation of the Frigid zone.

4. What can you say of savage and barbarous nations?

5. What is commerce? Illustrate by examples.

## (FIFTH GRADE QUESTIONS.)

ARITHMETIC.—1. Write three thousand seven hundred and ninety-eight in Roman numerals.

2. Add the following numbers: one thousand and ten; one hundred and one; six thousand and one; eight thousand and ninety; nine hundred and eighty; two thousand and two hundred.

3. Take 12; add 9; divide by 7; multiply by 9; add 13; subtract 4; divide by 9; add 23, and give the result.

4. A man bought a horse for \$100, and paid \$40 for keeping him. He let him enough to receive \$51; and then sold him for \$92. Did he gain or lose by the bargain, and how much?

5. A man bought five barrels of flour at \$7 a barrel, two barrels of apples at \$3 a barrel, and one ax at \$1. He gave in payment a \$50 bill. How much money must he receive back?

SPELLING.—[Same as Fourth Grade.]

ORAL COURSE.—1. What is a cone?

2. Name a secondary color, and tell how it is produced.

3. Soap.

4. Name five different evergreen trees.

5. Chicago Water Works.

GEOGRAPHY.—1. Name the principal Parks of Chicago, and tell where they are situated.

2. Width and depth of Chicago river at Clark-street bridge, or any other point in the main river.

3. How is Chicago bounded?

4. Name the principal rivers of Illinois.

5. Give the length and width of Illinois.

## A B O U B E N . B U T L E R .

ABOU BEN. BUTLER (may his tribe increase!)  
 Awoke one night down by the old Balize,  
 And saw, outside the comfort of his room,  
 Making it warmer for the gathering gloom,  
 A black man shivering in the winter's cold.  
 Exceeding courage made Ben. Butler bold,  
 And to the presence in the dark he said  
 "What wantest thou?" The figure raised its head,  
 And, with a look made all of sad accord,  
 Answered, "The men who 'll serve the purpose of the Lord."  
 "And am I one?" said Butler, "No, not so."  
 Replied the black man. Butler spoke more low,  
 But cheerily still, and said "*As I am Ben.*,"  
 You 'll not have cause to tell me that again!"  
 The figure bowed and vanished. The next night  
 It came once more, environed strong in light,  
 And showed the names whom love of Freedom blessed,  
 And, lo! Ben. Butler's name led all the rest! Boston Trans.

M I L I T A R Y   T A C T I C S .

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I RECKON political instruction far more important than military training, or any special instruction in the science of war. I am aware that many persons are now advocating the introduction of military tactics into the common schools, as a part of every boy's education. There need be no objection to the instruction of young men at the academy or college in the science and art of war; partly as a matter of physical training, and partly for the general information which every intelligent man desires in regard to military language and operations. And if these young men should be soon called into the service, they would doubtless find some real advantage in the knowledge of elementary tactics thus acquired. But I should deprecate the introduction of military instruction and the spirit of war into our common schools. I can not believe that the best education of our children would be thus accomplished. I am not willing to believe that there is to be so large a demand for military training; that the military idea is to become thus predominant; that we are to become henceforth a nation devoted to war; that great armies and a large naval establishment, with a career of conquest upon land and sea, are to constitute our national enterprise and renown. This, I know, is the theory of some; and this is obviously the tendency of influences now at work. The honors and emoluments of military life, too often unearned and undeserved, will tempt young men into the service. The army will be kept up by these influences, and hostilities with foreign powers will thus be more easily provoked. The effect of this war will be, without doubt, to develop such military resources and such fighting ability, North and South, as the world has rarely witnessed. The tide of warlike forces thus evoked will not easily return into the narrower channels of peace. Military politicians will readily influence the hearts of the people with a longing to avenge the insults and injuries of foreign powers, real or supposed. To humble the pride of the old-world monarchies, which have been grinning with ill-concealed satisfaction upon our unfortunate civil strife, in the hope of our downfall as a republic, will be made a plausible pretext for the equipment of new armies, and the launching of more powerful fleets.

To arrest this tendency; to reinvoke the spirit of peace; to encourage the nation's return to peaceful pursuits, whenever the government shall be restored to its ancient foundations, should be the ef-



fort and the hope of every patriot. To this end the lessons of the school-room should be directed, rather than to encourage and glorify the spirit and practice of war. Our children should be taught that war is at best a fearful necessity, to be accepted only as the last resort, when forced upon us in defense of the nation's integrity and honor. The influences of peace, then, and not the language and movements and spirit of war, should be dominant in the school-room. The spirit of ambition, revenge, and fraternal hate, always mingled in larger or less degree in the motives of war, should be condemned and cast out as unworthy; while the contrary sentiments, the 'benevolence, humanity, and justice' which the statute enjoins, should be inculcated as the virtues on which depend alike the elevation of our race and the perpetuity of our republican institutions.

Let our teachers, then, be mindful of their duty in this regard. If they can not join their brothers in the army, they may serve their country with equal fidelity on those more quiet fields, where the forces of intellect, passion, and purpose, are training for the battles of life. As they discipline those forces with skill, or otherwise, will be the success or failure of our children, their triumph or defeat, in the lesser struggles and grand encounters of the future. We can not too earnestly bespeak the coöperation of every good citizen with our faithful teachers, in their efforts to train and guide aright those who are committed to their care. Thus will the SCHOOL play a still more important part in the REPUBLIC: in peace, when the present storm shall have passed over; and in war, again, whenever we shall be compelled to meet its unwelcome issues.

E. P. WESTON, Sup't of Common Schools, Maine.

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## S U B T R A C T I O N .

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SUBTRACTION, in general, is the act of taking away. Technically, it is in arithmetic the act or process of taking one number from another. Some writers define it 'the process of finding the difference between two numbers'. Probably most persons regard this as the best definition; yet it is not as good as the one first given above, which is strictly correct, while the second definition puts forward as the definitive characteristic of the operation what is only one of several objects which we are accustomed to seek by this process. I think all the problems in which we use this process may be ranked in one or other of the following classes.

1. Finding the remainder when one number is taken from another.
2. Finding the amount necessary to be added to one number to make another.
3. Finding the difference between two numbers.
4. Finding the excess or deficiency of one number as compared with another.

Thus the problem expressed in figures and signs  $84-63=$  ? may be in words (1) What remains when 63 is taken from 84? (2) What must be added to 63 to make 84? (3) What is the difference between 84 and 63? (4) How much is 84 greater than 63, or 63 less than 84? The questions in our practical arithmetics are variations of these four forms; but the methods and processes of solution commonly used all arise from the first form, and are all finding remainders. However the question is originally stated, the operator puts his work into the single form of finding a remainder.

I do not design criticising the ordinary methods of operation, but wish to present a quite different process, which I prefer very much to any other: I prefer it so much that after learning it I adopted it exclusively, though I was past thirty-six years old when I first saw it, and had to discontinue old habits of work that had become almost instinctive. This preferred process is not a subtraction at all: it does not seek a remainder; but it reaches precisely the same result by taking the problem always in the second form above given: how much must be added to one number to make another? The result will be the same whether we seek a remainder after a taking-away or a quantity to be added: we shall have 21 for answer, whether we ask "What remains if we take 63 from 84?" or "What must be added to 63 to make 84?"

Set down thus. Let us ask the question in the latter form, with other

345 numbers, and try a new operation. What must we add to

345 to make 879? Arrange the numbers for a first exper-

879 iment as in the margin, placing the least number first, leav-

Performed. ing space for a line of figures, drawing a line, and setting

345 the largest number beneath, as it is to be the sum or amount

534 in the addition. We then say 5 and 4 more make 9, and

879 put the 4 in the vacant unit-place; 4 and 3 more make 7, and put the 3 in the vacant tens'-place; 3 and 5 more make

8, putting the 5 in the vacant hundreds'-place. This gives the desired result, 534, by a very easy method. Try it again with other numbers, 875 and 431, 968 and 743, 5794 and 672, or the like, till the idea of obtaining a number to be added is familiar.

Let us take a less easy example. "On my slate I had added some

Set down thus. number to 956, making 1539 as the sum: my work has  
 956 been blurred so that I can not read the number added:  
 what was it?" I must have added 3 to 6 to make 9: I in-

1539 insert the 3 in the first or units' place: next I must have said

Performed. 5 and 8 are 13, for I could not otherwise have obtained 3

956 in the result; and I therefore put 8 in the vacant tens'-

583 place: in the addition I must have carried 1 (representing

1539 the ten in 13), and I must of course do so now: I carry 1  
 to 9, and say 10 and 5 are 15, inserting 5 as the third figure sought.

Set down thus. Another example, as in the margin: restore or insert the  
 7986 missing number. In the addition I must have said 6 and

5 are 11; insert 5 and carry 1: 1 and 8 are 9; 9 and 3 are

25321 12; insert 3 and carry 1: 1 and 9 are 10; 10 and 3 are 13;

Performed. insert 3 and carry 1: 1 and 7 are 8; 8 and 7 are 15; in-

7986 sert 5 and carry 1: 1 and 0 are 1; 1 and 1 are 2; set down

17335 1. The missing number was 17335.

25321 But we are very poor arithmeticians if we are tied to this  
 one way of setting down our figures. We may want to have our as-  
 certainied number below the others, for further operation: let us ar-  
 range them accordingly. "What is one-third of the num-

Set down thus. ber which must be added to 689 to make 1121?" To 9  
 1121  
 689 we must add 2 to make 11; set down 2 below the line and  
 carry 1: 1 to 8 makes 9; 9 must have 3 added to make 12;

Performed. set down 3 as the figure sought and carry 1: 1 to 6 makes

1121 7; 7 must have 4 added to make 11; set down 4 as the

689 figure sought, making our result 432, which we now divide

3)432 by 3.

144 Let the reader now devise and perform other examples in  
 a similar way, and he will soon become accustomed to the idea and the  
 practice of obtaining the results of subtraction by a process of addi-  
 tion. His process is similar to the ordinary proof of subtraction; he  
 has only supplied some missing figures as he went along.

A special excellence of this mode of obtaining the results of sub-  
 Operation. traction is this: that you may take several subtrahends

49.55 from one minuend at a single operation, without first unit-  
 — 7.82 ing them into one number. For example: "I go out with

— 21.65 \$49.55 in my purse: I pay an account at A's store, \$7.82,

— 15.88 and make purchases there, \$21.65: I get books and sta-

— 1.25 tionery costing \$15.88: I lend my friend B \$1.25: how

2.95 much money should I have left?" I at once set down all  
 the numbers as if for addition; draw a line below them, and, until one  
 is familiar with such work, a line may be drawn under the minuend.

Now I add,  $5+8+5+2=20$ , and 5 more are needed to make 25; set down 5 and carry 2:  $2+2+8+6+8=26$ , and 9 are needed to make 35; set down 9 and carry 3:  $3+1+5+1+7=17$ , and 2 are needed to make 19; set down 2 and carry 1:  $1+1+2=4$ , and nothing is needed to make 4; therefore I have nothing to set down, and my result is obtained: \$2.95 should be left to me. If I had used the ordinary methods, I must have added the several subtrahends, as I do in this mode; but I should have noted their sum, which I should then have set under 49.55; and I should thus have had another operation to perform.

I have practically found this method very convenient and time- and labor-saving in book-keeping, when I wish to close a set of books, making out all balances in the accounts. Suppose

Dr.	Cr.	
\$7.63	\$7.50	a case. The entries on the Dr. side of the account
8.14	8.25	in the Ledger are \$7.63, \$8.14, \$9.20, and \$11.47;
9.20	7.75	on the Cr. side they are \$7.50, \$8.25, and \$7.75:
11.47	Bal. 12.94	I want to enter the 'balance' on the Cr. side. I
<u>\$36.44</u>	<u>\$36.44</u>	add up the Dr. column, entering the amount, \$36.44,
		at the foot. I then put that amount at the proper

place under the Cr. column, having space for my 'balance'-figures, and insert the desired number easily, without the necessity of first obtaining the sum of the Cr. side of the account, which would be of no use to me except for the nonce.

This method is specially convenient in these two cases, where subtraction is commonly used, and as good as any other method for the common cases where there is a single subtrahend. I am indebted for the suggestion of it to that excellent little book, W. B. Fowle's *Teachers' Institutes*; and I can not but wonder that I have not found it in any arithmetic.

ULYSSES.

#### THE BRAVE AT HOME.

The maid who binds her warrior's sash,  
 With smile that well her pain dissembles,  
 The while beneath her drooping lash  
 One starry tear-drop hangs and trembles,  
 Though heaven alone records the tear,  
 And Fame shall never know her story,  
 Her heart has shed a drop as dear  
 As ever dewed the field of glory.

The wife who girds her husband's sword,  
 'Mid little ones who weep or wonder,  
 And bravely speaks the cheering word,  
 What though her heart be rent asunder—  
 Doomed nightly in her dreams to hear  
 The bolts of war around him rattle,  
 Hath shed as sacred blood as e'er  
 Was poured upon the plain of battle!

The mother who conceals her grief,  
 While to her breast her son she presses,  
 Then breathes a few brave words and brief,  
 Kissing the patriot brow she blesses,  
 With no one but her secret God  
 To know the pain that weighs upon her,  
 Sheds holy blood as e'er the sod  
 Received on Freedom's field of honor!

T. BUCHANAN READ.



## OFFICIAL DEPARTMENT.

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DEPARTMENT OF PUBLIC INSTRUCTION, }  
Springfield, Ill., April 15, 1863. }

## SCHOOL COMMISSIONERS AND TEACHERS' CERTIFICATES.

Section 50 of the School Law provides that the "School Commissioner shall, either in person or by one or more competent examiners whom he shall appoint, examine any person proposing to teach a common school in the county, in orthography, reading in English, penmanship, arithmetic, English grammar, modern geography, and the history of the United States; and if he or they shall be satisfied that *such person is of good moral character, and qualified to teach all of the aforesaid branches*, he or they shall give such person a certificate, the grade of which shall be determined by the relative merit of the examination sustained."

By this provision of the law, commissioners are invested with a responsibility and duty, upon the proper appreciation and discharge of which the general character of our public schools more directly depends than upon any other circumstance. To suggest, therefore, to those officers the necessity of the utmost caution and fidelity in the discharge of the important official trust referred to would seem to be required by every consideration of duty and prudence. Under the law quoted, school commissioners are the appointed legal guardians of our most paramount public interests, and the good or evil consequences resulting from their careful or careless discharge of the duties involved will not only be presently seen, but will continue to affect, either well or ill, the dearest interests of society far down in the future. If we would have, in the generation to follow us, an intelligent, virtuous, and happy community, fitted to enjoy and preserve the social and political institutions of which they are soon to become the possessors and guardians, we must see that they are educated as rightly and as thoroughly as our *money* and our *mind* can educate them. But this education can only be conferred upon the masses of our children through the medium of the Free School. And from the free school they will come forth with the very characters, intellectually and morally, which their free-school education has given them, to assume the high trusts of citizenship, and to enter into all the places of public authority and influence now occupied by others. *They* will be what the *schools* make them, and the *schools* will be what the *teachers* make them. The teachers, too, should be, in all moral and scholarly qualities, what they are required to be by

the laws governing their appointment and their employment. But what the teachers of our schools *will be* depends upon the prudence and faithfulness with which our county commissioners discharge their responsible duties under the school-law of our state.

Our legislation contemplates, and has consequently prescribed, an order of qualification for our state teachers, which is well adapted to the character and wants of our schools. If a professed teacher can measure up to the standard, well; the law will accredit him, and the state will license him and give him employment. If he *can not* measure up to the standard, he is not fit to teach a school, and the state, through its official representative, the commissioner, would plainly tell him so. The legal requirement is peremptory; the profession must have a definite status; the state will have a *select* and *competent* teachership, or it will have none. Schools it can not have without teachers; teachers it *will not* have, if they come not up to the standard conditions. So it is the policy of the state to have *good* schools, or *no* schools, since it is better to have *no* schools than *bad* schools.

What I desire to impress upon the minds of commissioners is the importance and absolute necessity of exercising, in the discharge of their duties under the 50th section of the school-law, the most careful discrimination and the most inflexible strictness. The examination of candidates for certificates of qualification should be characterized by the utmost diligence, thoroughness, and impartiality. A general reform *here* would be attended with the happiest effects, and its influence would soon be seen and felt throughout all the various departments of our state educational work. *This* is the very fountain-head, whence all the streams of influence which affect our schools for better or worse flow out. The stream can only be purified by making the fountain pure. Of what avail is it to filter the foul waters of the broad and deepening stream, while the fountain is continually casting up mire and dirt? Good scholars, pure scholars, can only be made in good and pure schools. Good and pure schools can only be made by good and pure teachers. Good and pure teachers can only be made by disowning and reprobating bad and vicious teachers. Would we have good scholars? We must have good schools. Would we have good schools? We must have good teachers. Would we have good teachers? We must exclude the bad. "Do men gather grapes of thorns, or figs of thistles? Even so, every good tree bringeth forth good fruit, but a corrupt tree bringeth forth evil fruit. A good tree can not bring forth evil fruit, neither can a corrupt tree bring forth good fruit. Every tree that bringeth not forth good fruit is hewn down and cast into the fire."

It is assumed that not only among teachers, but also among our citizens at large, there is a perfect unanimity of desire and hope that the public schools of Illinois shall be elevated to a position of influence and excellence equal to that occupied by the schools of any other state. For this consummation every true teacher, and every true friend of education, is willing to labor, with an unremitting industry, until our common desires and hopes shall be realized. No second step can be taken until after the first. This, then, is the first and most important step. Let it be taken at once. Let our examining officers, in all the counties of the state, resolve upon a faithful and conscientious performance of their *whole* duty, in licensing candidates for the teachership. Let no consideration of relationship, or accommodation, or interest, or sympathy, beguile them into any official infidelity. Let them be, as Justice is emblematically represented, *blind*—blind to interest, fear, favor, sympathy,—poising the balance evenly, weighing carefully, deciding justly, and approving *only* those whom the *law* approves. Thus will be inaugurated a reform at a point where reform is *now* most needed; thus will we throw around the letter of the law the sustaining sanctions of an undeviating practice; thus will we encourage the truly worthy and the truly qualified who seek positions of usefulness among us, and discourage the pretensions of quacks and sciolists; and the future will pronounce upon the wisdom of our policy.

JOHN P. BROOKS, Sup't Public Instruction.

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## M A T H E M A T I C A L .

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SOLUTIONS.—‘Bond, Cincinnati,’ sends the following solution of the centre-of-gravity problem, suggesting that it may give some light to some of our dissenters: “The weight of the log may be considered as being concentrated in the middle, 12 feet from A; and since B and C together lift twice as much, they must be half as far:  $\frac{1}{2}$  of 12ft. = 6 feet from centre.”

42. Since the flue is 1 foot square, the direct diagonal is  $\sqrt{2}$ . Let AC represent the length of the stick, and  $x$  that portion of it which is in the flue. Then will the distance from the upper end of the stick down to the opening of the flue be the third side of a right-angled triangle of which the hypotenuse is  $x$  and the base  $\sqrt{2}$ , and be equal to  $\sqrt{x^2-2}$ .

Consider a second right-angled triangle to be formed, of which the

hypotenuse is that portion of the stick outside the flue, which let equal EC, the perpendicular a line dropped from the mantle-piece to the floor = 6 feet, and the base a line on the floor joining the point where the stick strikes the floor with the point where the perpendicular strikes the floor. Then, by similar triangles,  $\sqrt{x^2-2} : x :: 6 : EC$ , or  $EC =$

$\frac{6x}{\sqrt{(x^2-2)}}$  Then  $AC = x + \frac{6x}{\sqrt{(x^2-2)}}$ , which is to be a maximum or minimum. Differentiating,  $\frac{d(AC)}{dx} = 1 + \frac{6\sqrt{(x^2-2)} - \frac{6x^2}{\sqrt{(x^2-2)}}}{x^2-2} = 1 +$

$\frac{6x^2-12-6x^2}{(x^2-2)\sqrt{(x^2-2)}} = 1 - \frac{12}{(x^2-2)^{\frac{3}{2}}} = 0$ , or  $(x^2-2)^{\frac{3}{2}} = 12$ .  $(x^2-2)^3 = 144$ .  $x^2-2 = \sqrt[3]{144}$ .  $x = \sqrt{(\sqrt[3]{144}+2)} = 2.69$ .  $x + \frac{6x}{\sqrt{(x^2-2)}} = 2.69 + \frac{16.14}{\sqrt[3]{18}} = 9.74 + \text{ft.}$

Second diff. coeff.  $= + \frac{36x\sqrt{(x^2-2)}}{(x^2-2)^3}$ . Since the 2d diff. coeff. is positive, the value is a minimum; that is,  $AC = 9.74 \text{ft.}$  is the shortest line that can be drawn through E and bounded by AB and BC: a stick longer would be caught before coming to the position AC.

BOND, Cincinnati.

44. Each payment must first discharge the interest on the whole amount unpaid, and the balance goes to decrease the principal. Therefore the second year's interest is as much less than the first as the interest on that portion of the first payment which decreases the principal: in other words, each payment consists of a certain *sum* plus the interest of the principal, and the second year's interest is less than the first by the interest on this sum. Further, the second *sum*, which plus the interest of the remaining principal makes the second payment, exceeds the first sum by this interest, or the payments each year would not be equal. This interest being 10 per cent., the second *sum* is 1.10 times the first. For the same reason, the third *sum* = 1.10 times the second, or  $1.10 \times 1.10$  the first, and so on to the fifth *sum*, which =  $1.10 \times 1.10 \times 1.10 \times 1.10 \times 1.10$  times the first. It will be seen that these sums form a geometrical series, of which the first term is the first *sum*, the number of terms 5, the ratio 1.10, and the sum of the series \$6000. The algebraic formula (*Loomis*, 197),  $a = \frac{(r-1)S}{r^n-1}$ , gives  $a = \frac{(1.10-1)6000}{(1.10)^5-1} = \$982.7832 +$ , the first sum;  $\$982.7832 + + \$600$  (the interest on \$6000 for 1 year) =  $\$1582.7832 +$ , the annual payment. (The formula is used for brevity: the arithmetical rule, formed from it, gives, of course, the same result.)

45. The railway problem properly belongs to Maxima and Minima, by Differentials, but may be solved algebraically thus:



A B C D

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Let A and B be the starting-points of the man and train respectively, C and D their positions when nearest together, and  $x$  the number of seconds required to reach these positions.  $AB=320$  feet= $3840$  inches.  $AC=87\frac{1}{2}x$ .  $BD=1+2+3+4+\dots+x=\frac{x+x^2}{2}$   
 $CD=y$ . Then  $3840 + \frac{x+x^2}{2}=87\frac{1}{2}x+y$ ; from which we find  $x=87\pm\sqrt{2y-111}$ . If we now seek for the smallest possible value of  $y$ , it will be readily seen to be  $55\frac{1}{2}$ , as any smaller number would render the value of  $x$  imaginary, and prove the conditions of the problem impossible. OKAW.

46. As he went at the rate of 16 miles an hour and returned at the rate of 20 miles an hour, it would take him  $\frac{5}{4}$  of an hour when going to go as far as he would in one hour in returning. Therefore, as he would be  $\frac{5}{4}$  as long in going as in returning, he would be  $\frac{9}{4}$  as long in both going and returning as in returning. As he was  $\frac{4}{4}$  of the time in returning when he was  $\frac{9}{4}$  in going and returning, he would be  $\frac{4}{9}$  of the whole time in returning. If he was 9 hours in going and returning and was  $\frac{4}{9}$  of the time in returning, he would be  $\frac{4}{9}$  of 9 hours, or 4 hours in returning.

E. C. W., Brown School, Chicago.

*Second Solution.* If he goes 16 miles per hour, it will take  $\frac{1}{16}$  of an hour to travel 1 mile. If he returns 20 miles per hour, it will take  $\frac{1}{20}$  of an hour to travel 1 mile. To travel 1 mile going and coming will take as much as the sum of  $\frac{1}{16}$  and  $\frac{1}{20}$  hours, which is  $\frac{9}{80}$  of an hour. If he spent 9 hours and went 2 miles in  $\frac{9}{80}$  of an hour, he must have gone twice as many miles as  $\frac{9}{80}$  of an hour is contained times in 9 hours, which is 160 miles. The distance between the two places was  $\frac{1}{2}$  of 160 miles, which is 80 miles. If in returning it took  $\frac{1}{20}$  hour to go 1 mile, to go 80 miles would take as many hours as 20 is contained times in 80, which equals 4 hours. JEANIE HATCH.

Solved also by Charlie K. Mahan.

Solutions to various problems have been received from L. C., E. Crandall, and 'Bond, Cincinnati,' for which they will please accept our thanks. We hope to hear from them again, and a *little earlier in the month*.

PROBLEMS.—47. I have a circular cistern, 6 feet deep, 8 feet diameter at the top, and 4 feet diameter at the bottom. We use 5 gallons of water per day, except on Mondays, when we use 25 gallons. If this cistern be full on Monday morning, how long will the water last us if no more runs in till this is all used out? How deep will the water be in the cistern when it is exactly half full? ETHAN CRANDALL.



other city and town to take some precaution against infection or contagion in the schools. Careless, ignorant or superstitious persons should not be permitted to endanger the health and happiness of children and families without some action is taken to prevent it.

PERSONAL.—We are gratified to learn that Dr. WILLARD, who returned home from Vicksburg in a very enfeebled condition, is rapidly improving, and expects ere long to be able to give us the assistance of his pen. We hope he will give us some of his observations in educational matters in Dixie.

Capt. SAMUEL HESLET, Principal of Mendota Schools, has resigned his commission in the army and returned home. Lieut. Tewksbury, formerly of Freeport Schools, has been appointed to fill the vacancy.

Capt. W. S. Wood and Lieut. JAS. H. BLODGETT, who were captured at Murfreesboro, and confined in the jail at Atlanta under the infamous order of Jeff. Davis, were sent to Richmond, but have since been exchanged. We hope these gentlemen will report to us when they return home on a furlough.

We should like to hear of more of our teacher-soldiers. Will the friends send in the items?

SCHOOL EXAMINATIONS, EXHIBITIONS, INSTITUTES, ETC.—We receive many notices of school Examinations, Exhibitions, and Teachers' Institutes, which inform us that such operations are in contemplation and will occur at some future time. These are sent, perhaps, in the hope that a notice will be given in advance by the *Teacher*. This, in most cases, can not be done; but we are always glad to receive short articles informing us what was done on such occasions. These we are glad to publish in our page of local items. Local news in the educational line adds much to the value of the *Teacher*. Let us have all that is worth narrating.

THANKS.—We feel complimented by those friends who have invited us to assist them in carrying on School Examinations and Teachers' Institutes, and can only express our regret that circumstances prevent our acceptance except in the fewest number of cases. It gives us pleasure to attend at such times; and our absence must be accounted for only on the score of necessity.

G., OF LORAN, STEPHENSON CO., who sent us a letter of apology for his friend, without signing his own name, should have written to his friend and stated the facts, and then he, as the person aggrieved, could have sent the necessary explanation, accompanied with the legal tender of ONE DOLLAR, when we would very cheerfully make all and every retraction necessary. If any error or misstatement is made in the *Teacher*, particularly one that affects an individual, it will give us pleasure to correct it, and also to make any retraction and apology that a gentleman could receive and give. In this case, when the explanation comes from the right person, in the right way, we will make it all right, otherwise we have nothing more to say.

PLANT TREES.—We will say one word more to teachers, school-directors, and friends of schools, about improving the school property. There is not a day to be lost if you desire to plant trees about the school-house. There is no better

influence connected with school than that arising from a participation by the pupils in the improvement of the house and grounds. Get to work ; have a bee ; enlist parents and pupils, and the work may be done with little labor and expense.

INAUGURATION OF PRESIDENT OF HARVARD COLLEGE.—Rev. Thomas Hill was on the 5th of March inaugurated President of this old and flourishing University. The church was densely crowded. Gov. Andrew and his staff, with many other dignitaries, were present. All the living ex-presidents — Edward Everett, Jared Sparks, Dr. Walker, and the venerable Josiah Quincy, now more than ninety years old — were on the platform. The exercises were : Music by the Germania Band, and by the College Choir ; an Oration in Latin, by a senior ; the Address of Investiture, by Gov. Andrew ; the Response, by the President ; and the Inaugural Oration. He announced as his thesis “That the capacity for profiting by special professional studies, and for usefulness in special professional labor, is in direct proportion, other things being equal, to the extent and solidity of a student’s general attainments.”

Dr. Hill is now forty-five years of age. He graduated at Harvard in 1843. His early advantages were limited. He was left an orphan at the age of ten ; at twelve he was apprenticed to a printer, remaining four years ; and then after a year’s attendance at school he served three and a half years in an apothecary’s shop. As a scholar, he excels in the exact sciences, in some departments of which he is greatly distinguished. He wrote most of the mathematical articles in the *New American Cyclopaedia*. Though remarkably fitted for scientific pursuits, he devoted himself to the Unitarian ministry, and his fame as a clergyman is considerable. As a man, he is greatly beloved and admired in all the relations of life.

B.

THE ATLANTIC TELEGRAPH.—Affairs look promisingly for the completion and laying of a new cable across the Atlantic during the summer of 1864. The new capital of the company is £600,000, only 18 per cent. of which is to be called for, the surplus to be reserved for laying extra cables to facilitate business. The shares are £5 each. It is expected that an experienced London firm, Messrs. Glass, Elliot & Co., will make and lay the cable. They have laid successfully 30 cables since 1854, one of which, from Malta to Alexandria, 1,535 miles, is nearly as long as the Atlantic cable, which is 1,640 miles from Newfoundland to Ireland.

B.

THE METHODISTS AND EDUCATION.—Some of the leading educators among the Methodists propose holding a convention during the summer to discuss grave questions affecting the interests of institutions of the higher grade. By having too many institutions, the forces have been too much scattered to make them very effective, and none of them have been first-class. They propose the consolidation of a majority of the Northwestern academies and colleges, in the hope of making a university worthy the denomination and the great Northwest. Concerning this matter the *Northwestern* of April 15 thus plainly and pointedly discourses :

“The fact that institutions with the nominal grade of college and university, but utterly wanting in the resources and appliances of either, have been planted too thickly by far, for our denominational credit, or ability to sustain, demands



attention from the leaders of education. The ambition to wear a sounding title has produced embarrassment. The multiplication of such institutions has caused men of means, who desire to aid the cause of education, and have their names remembered in their offerings, to hesitate or refuse. The Northwest has, perhaps, erred more than any other sections in this matter, from the fact that speculation has played the part of patron-saint to education, and it was as easy for speculation to write college or university as seminary or academy. The question of grade, therefore, will occupy a chief place in the consideration of such a convention."

B.

**PATRIOTISM.**—Not much can be made of the religion of the man that 'likes one church just as well as another', nor in the state of him who 'likes one party just as well as another, or if any odds a little better', and still less can you make of the man's patriotism, at this time, who 'stands by the government but not the administration', who says the South ought not to be expected to lay down their arms until the President rescinds his proclamation, and who prefers cursing abolitionists to putting down traitors.

Northwestern.

**DICTIONARIES IN ENGLAND.**—The *New-York Tribune* of the 4th inst. has the following paragraph: "At the Trade salesroom, yesterday afternoon, Mr. Augustus Flagg, of the firm of Little, Brown & Co., Boston, in conversation with Mr. Merriam, the enterprising publisher of Webster's Dictionary, remarked that when he was in London a respectable-looking Englishman came to him with astonishment depicted in his face, and said, 'Pardon me, sir, I understand you are an American.'" "I am, sir," was the reply. "I am surprised to hear you say so, because you speak the English language as well as we do." "We speak it infinitely better than you do," was the reply, "and I will bet you five pounds," continued Mr. Flagg, "that if you will cross the street with me to the bookstore opposite, you will find the book-merchant sells more copies of Webster's American Dictionary than of any English dictionary in the market." "Indeed!" exclaimed Mr. Bull. "Yes, sir, we have published a dictionary in America which will teach you how to use the English language."

**NEW ADVERTISEMENTS.**—In this number of the *Teacher* will be found new advertisements of school-books from Messrs. S. C. Griggs & Co., D. Appleton & Co., J. B. Lippincott & Co., Brewer & Tileston, and Crosby & Nichols, to all which we invite the attention of our readers. Also, an advertisement of the Mutual-Benefit Life-Insurance Company, which offers unusual inducements to those wishing to effect insurance upon their lives.

#### LOCAL INTELLIGENCE.

**CHICAGO.**—By the terms of the new city charter the old Board of Education ceased to exist, and it became the duty of the Common Council to elect a new one. At the meeting, March 23, the Council reelected the old Board, with the exception of C. G. Wicker, whose place was filled by L. Brentano. Subsequently, in accordance with the instructions of the Council, the City Clerk selected by lot the members to serve for one, two and three years, as follows:

##### FOR ONE YEAR.

J. W. Sheahan,  
L. Brentano,  
J. H. Foster,  
C. N. Holden,  
H. T. Steele.

##### FOR TWO YEARS.

W. L. Newberry,  
Luther Haven,  
R. Prindiville,  
James Ward,  
L. B. Taft.

##### FOR THREE YEARS.

John Wentworth,  
F. Moseley,  
W. H. Ryder,  
Philo Carpenter,  
C. Wahl.

The annual examination of all the schools occurred March 26. The second and fourth grades were examined. The schools generally ranked remarkably high, showing in many instances a marked improvement over last year. The Dearborn stands, we believe, in its general average, number one in the city.

The new Board of Education met and organized March 31. Mr. Haven was reelected President, and the old committees were reappointed, Mr. Brentano taking the place of Mr. Wicker.

Quackenbos's Grammar was adopted as the text-book in the schools, in place of Wells's, thrown out by the new city charter.

Mr. Taft offered the following:

*Resolved*, That the teachers of the public schools shall at all times carefully abstain from introducing into the public schools or Teachers' Institutes any topic or question concerning which the opinions of different political parties are divided, and that a violation of this rule shall be considered a cause for their removal.

The resolution elicited a discussion which is reported as follows in the *Chicago Tribune*:

Dr. Foster thought the rule was very general, and might occasion difficulty in determining what was cause for removal.

The Chairman said that the discussion of religious and political topics had been kept out of the Board for twelve years, and they could just as well and easily be kept out of the schools.

Mr. Holden thought the rule was very broad. If the Star-Spangled Banner were sung in the school, and parents found fault with it, as some had already done, it might under the rule be a cause for removal. He did n't wish to introduce religious topics, Abolitionism, or Copperheadism, in the schools, but he did n't want to remove a teacher for allowing national songs to be sung, against which some rebel might find fault. The rule exposes teachers to expulsion for committing acts which would seem wrong to eyes squinting the wrong way.

Mr. Prindiville thought the rule was clear and well defined, and would not expel a teacher for singing patriotic songs. He could see no objection to the rule.

Mr. Taft said he never heard of any one's objecting to the singing of the Star-Spangled Banner.

Mr. Wahl said he had heard and knew people in this city who objected to it.

Mr. Holden said that, inasmuch as an allusion to a matter at the last Teachers' Institute, which was neither religious nor political, had called out this resolution, he was willing that the Superintendent should examine the teachers' paper before it was read, but he was opposed to the resolution as too broad. He knew of a man in this city who had threatened to get a book out of the schools because it had a patriotic song in it.

Mr. Steele thought the resolution was not consistent with the position of the Board, and offered the following as a substitute:

*Resolved*, That we recommend to the teachers of the public schools carefully to refrain, at all times, from advocating and discussing, either in the schools or in the teachers' institutes, any sectarian or political question of a partisan character.

The Superintendent rose to an explanation and for instruction. He had always carefully avoided the introduction of such topics into the Board or Schools. In two or three instances he had had occasion to say such subjects were objectionable. At the last Institute two subjects were introduced on which political parties are divided — one of them on negro equality. At the close of the reading of that discussion, he took occasion to say that it was not in accordance with the wishes of the Board, and that he hoped hereafter all vexed questions of this nature would be excluded from the paper. After the Institute he was almost immediately called to account by teachers. He therefore asked for instructions, and should be guided by the action of the Board.

Mr. Prindiville did n't believe in recommending to teachers. He wanted rules, if they had any, to be laid down as binding; and he moved to strike out the

words in the substitute, 'we recommend to'. Mr. Prindiville's motion was carried. The question then arose upon the adoption of the substitute. The substitute was lost by the following vote:

*Ayes* — Foster, Holden, Steele, Wahl, Brentano.

*Noes* — Prindiville, Ryder, Sheahan, Taft, Haven.

Upon motion, the original motion was adopted, as follows:

*Ayes* — Foster, Haven, Holden, Prindiville, Ryder, Sheahan, Taft, Wahl.

*Noes* — Steele, Brentano.

The report of the evening schools was presented. The total expenses for the three months were \$470.57.

The regular monthly Institute was held April 4. The singing, which was excellent, was by primary scholars from the Washington School.

The Superintendent presented for the action of the Institute the battle-flag presented in 1861 by the teachers of Chicago to the Normal Regiment, together with the letter from Lieutenant-Colonel commanding Roe. After a warm discussion, the flag was placed in the office of the Board of Education, and a committee, consisting of Messrs. Meserve, Cutter, and Wentworth, was appointed to procure another to take its place.

On motion of Mr. Broomell, after an animated discussion, based on the resolution of the Board above given, it was voted to dispense with the monthly Paper as a portion of the exercises. The motion was, however, subsequently reconsidered and negatived, the Superintendent having remarked that such a vote would not probably have been necessary had the matter been deferred a month, and that if there were no Paper the ladies must expect to have other exercises in its place.

After recess the section exercises were: 1. History, by Miss Wilson; and Astronomy, by Mr. Lane. 2. Colburn, by Miss Van Patten. 3. Animals, by Miss Cooke; and the Parabola, etc., by Miss Abbe. 4. Analysis of Sounds, by Miss Coale; and Color, by Miss S. J. Merriman. 5. Color, by Miss Trimmingham; and Verses, Maxims, etc., by Miss Moulton.

The schools closed April 10 for a two-weeks vacation.

At the close of the afternoon exercises at the Skinner School, on Friday, the teachers presented the Principal, A. N. Merriman, a beautiful photograph album. Appropriate addresses were made by the donors and the recipient. Mr. Merriman intends to collect and place in it the photographs of all the teachers who have ever taught in the Skinner School.

W. H. Wells, Esq., has been unanimously reelected Superintendent of Schools for the next two years, and his salary fixed at \$2,500.

B.

DAVENPORT, SCOTT COUNTY, IOWA.— We had the pleasure of dropping in upon our neighbors across the 'Father of Waters', and spending a day, during the third week of April, while their Institute was in session. We found about 100 teachers present, working away with much interest. We think the law of Iowa is a good one which contributes \$50 to each Teachers' Institute, and then expects every teacher to avail himself of the opportunity to make himself more proficient in his business. It would be well for Illinois that some provision were made for the instruction of teachers and people by such means. It is not only a benefit to the teacher to attend such meetings, but if possible a greater advantage to the community where such an Institute is held. The people of Davenport manifested their interest by an increasing attendance at the meetings and lectures to the close. The Institute was conducted by G. W. Dow, of Moline, Ill., and D. L. Gorton, County Commissioner of Scott County.

**ROCK ISLAND COUNTY TEACHERS' INSTITUTE.**—The regular semi-annual meeting of the Rock Island County Teachers' Institute was held at Port Byron, commencing on the evening of Monday, April 5th, and continuing until Thursday evening. The number of teachers present was not as great as had been expected, owing to various reasons. The Institute, during its day sessions, was conducted by Messrs. M. V. B. Shattuck, of Moline; Rev. Gorton, of Edginton; S. M. Dickey, of Port Byron; and A. M. and J. M. Gow, of Rock Island. During the evening sessions lectures were delivered by Messrs. Rev. Gorton, Shattuck, A. M. Gow, and Rev. Mr. Harper, of Le Claire, Iowa, on various educational topics. During the sessions of the Institute there was a large attendance of the citizens of Port Byron, who evinced much interest in the lectures and drills. Perfect harmony, as well as great interest and animation, characterized the entire session of the Institute.

M. V. B. SHATTUCK, Pres't.

A. M. Gow, Sec.

**TAZEWELL COUNTY INSTITUTE.**—Our semi-annual County Institute was held in Tremont on Thursday, Friday, and Saturday, April 9th, 10th, and 11th. There were present nearly fifty teachers and school-officers, and every thing passed off pleasantly and profitably. The County Commissioner says it was the most harmonious and best-working Institute he had ever attended in Tazewell county.

Different methods of teaching all the common English branches were presented and discussed, as well as several questions relating to the conduct of schools. On Thursday evening an interesting and eminently practical address was delivered before the Institute and citizens by Dr. Minier, on the 'Duties of Parents and Teachers to our Common Schools'; and on Friday evening a very able address on the Qualifications, etc., of Teachers, by Rev. Mr. Bailey. At the close of the session the following resolutions were unanimously passed, viz:

*Resolved*, That our next meeting be held in Washington, during the first week of September next.

*Resolved*, That the directors of school-districts be recommended to give the preference to such teachers as attend the Institutes, other things being equal.

*Resolved*, That we recommend the *Illinois Teacher* as a suitable Journal of Education, and advise all our teachers and school-officers to patronize it.

H. O. SNOW, Sec'y.

**ST. CLAIR COUNTY TEACHERS' INSTITUTE** met in Belleville on Tuesday, April 14th, and continued in session till the following Saturday. We had a very interesting and profitable session.

Mr. Edwards, of the Normal University, Prof. C. D. Wilber, and Prof. E. D. Sanborn, of Washington University, St. Louis, each lectured on one evening during the week, and also assisted in conducting the daily exercises of the Institute. I have not the time to write an account of the exercises, but I will say thus much: we had a session characterized by earnest work and practical exercises. There were, I should think, forty teachers present. All seemed to be well pleased with the Institute, and well paid for the sacrifices made in order that they might attend. Several, I know, closed their schools and lost the time themselves in order to attend the Institute. The Institute requested and obtained a copy of Mr. Edwards's address (the same that he delivered at Rockford last winter) for publication in pamphlet form. The minutes of the Institute will also be published with it.

JAMES P. SLADE.

[We thank Mr. Slade for the above, and for the list of subscribers to the *Teacher* which accompanied it.]

#### STAMP DUTIES.—

TREASURY DEPARTMENT, OFFICE OF INTERNAL REVENUE, }  
Washington, March 19, 1863.

SIR:—Yours of March 16th, inclosing Schedule and accompanying certificate of Teacher and School Directors, is received.

In reply thereto I have the honor to state that the certificate of the teacher is exempt from stamp duty, and that the certificate of the directors is subject to a stamp duty of 5 cents. Very respectfully,

C. F. ESTEE, Acting Com'r.

To NEWELL MATHEWS, Esq., School Commissioner, Princeton, Ill.



MARRIED.—By Rev. D. H. Blake, March 19th, NEWELL MATHEWS, Esq., and Miss L. AMANDA TOWER, all of Princeton.

We received the above notice of the marriage of the Commissioner of Bureau County, though without the usual accompaniments that so much delight the tastes of the editor and printer. We forgive the omission, however, on account of the distance of Commissioner Mathews from our base of operations, and wish him, as our best wish, that he may always keep in mind *the interests of the common schools*.

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NOTICES OF BOOKS, ETC.

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THE EVERY-DAY PHILOSOPHER IN TOWN AND COUNTRY. By the author of the *Recollections of a Country Parson*. Boston: Ticknor & Fields. 1863. Pp. 320. \$1.50.

This collection of the late essays of Mr. Boyd is in no wise inferior to the earlier productions from his pen. Indeed, we think some of the essays in this volume, one — *Concerning Things which can not Go On* — especially, unsurpassed by any thing previously published, always excepting *Concerning Veal*, in the *Leisure Hours in Town*. We can not but feel, however, as we read, the conviction forcing itself upon us that the author writes now more with the thought of what the public will say of him than for his own recreation, as at first. Fame has robbed us for ever of the unconstrained, careless manner of the earlier essays, and we are sorry. Even the author himself has a consciousness of this check upon his pen, and we fancy he, too, regrets it.

The essays of the present volume are: 'To Work Again'; 'Concerning Atmospheres, with Some Thoughts on Currents'; 'Concerning Beginnings and Ends'; 'Going On'; 'Concerning Disagreeable People'; 'Outside'; 'Getting On'; and 'Concerning Cutting and Carving, with some Thoughts on Tampering with the Coin of the Realm'.  
B.

ON LIBERTY. By John Stuart Mill. Boston: Ticknor & Fields. 1863. Pp. 223.

This volume is a reprint of one published in England in 1859. John Stuart Mill, himself a political economist of a reputation superior even to that of his father, and possessing what has been called the 'most elaborated mind of our age', is the son of the celebrated British metaphysician and political economist, James Mill, whose elaborate treatises on government caused Lord Macaulay to style him 'an Aristotelian of the 15th century, born out of due season', and to say "We can hardly persuade ourselves that we are not reading a book written before the time of Bacon and Galileo."

The son was educated under the father's care, and while pursuing his extensive studies subjected himself to the severest intellectual training. He conducted the *Westminster Review* from 1835 to 1840, during which time appeared his masterly articles on Bentham and Coleridge. His great works are: 'A System of Logic, Ratiocinative and Inductive' (London, 1843), and the 'Principles of Political Economy, with some of their Applications to Social Philosophy' (1848).

The *Essay on Liberty* is designed to show that our age manifests an increasing despotism of social and political masses over the moral and intellectual freedom of individuals, and that the only guaranty against the decline of our civilization is to make every mind an impregnable and independent fortress, within which no social authority shall have any jurisdiction. The principle asserted is that the sole end for which mankind are warranted in interfering with the liberty of action of any man is self-protection. That the only purpose for which power can be rightfully exercised over any member of a civilized community, against his will,

is to prevent harm to others. His own good, either physical or moral, is not a sufficient warrant. He can not rightfully be compelled to do or forbear because it will be better for him to do so, because it would make him happier, or because, in the opinion of others, to do so would be wise, or even right. No society in which this principle, as a whole, is not respected is free, whatever may be its form of government; and none is completely free in which they do not exist absolute and unqualified.

The remarks which Mr. Mill has made are so exhaustive as to be unanswerable; and though many will call in question what he has said concerning the decline of individuality, no well-informed person will dispute the accuracy of his conclusions respecting the need of an increased liberty of discussion. B.

MANUAL OF GEOLOGY. By Jas. D. Dana, LL.D., Silliman Professor of Geology and Natural Science in Yale College; author of various scientific works. Philadelphia: Theodore Bliss & Co. Muslin, \$4.00: Half Morocco, \$4.50.

It is with no little pleasure we announce to our readers, and especially to those of them who are teachers, the advent of so valuable a treatise on the science of Geology. We would have expected from one sustaining Mr. Dana's high reputation for scientific acquirements and authorship a work that would popularize this science, that would bring it within the grasp of ordinary students; and we have not been disappointed. To all the works on geology which we have examined we have found two objections: either they are so condensed, in order to furnish a work of moderate size and price, as to omit much that is absolutely necessary for a correct understanding of the subject, or are so voluminous as to be rendered useless to a large portion of students on account of cost and size. Both of these objections are removed by this manual. While it is not too extended and technical for the literary student, it is sufficiently so for the student of science; and its cost brings it within the reach of all.

A most important feature of this book is its special reference to American geology. We know we speak the experience of many when we assert that for the practical operations of geologizing the common text-books on this science are almost useless. What the student wants is a manual adapted to the region in which he lives; which will enable him to identify the rocks of his locality, and read their history: he wishes to confirm the statements of the author by his own observations. This work is admirably adapted to attain this end, and is the only work on this science, of its size and cost, we have seen from which the student can obtain a competent knowledge of the subject without the additional aid of an instructor.

The prominent feature of the work is that portion denominated Historical Geology. As the name imports, this subject includes a *history* of the periods of time commonly called 'geological ages'; the agencies of each period; its animal and vegetable life; its rocks and their distribution, and all the facts which the labors of the geologist have revealed, and the wonderful deductions drawn from them.

We congratulate those who are interested in this grand and wonderful science on the appearance of this work, and recommend it to their examination.

NATURAL SERIES. PRIMARY ARITHMETIC. Felter's Introduction to Mental and Written Arithmetic. For Primary Schools. New York: Chas. Scribner, 124 Grand street. Pp. 136.

NATURAL SERIES. WRITTEN ARITHMETIC. No. 1. Felter's Arithmetical Analysis. A Manual of Written Arithmetic. New York: Chas. Scribner, 124 Grand street. Pp. 292.

These two books are, we suppose, the first of a series. The chief ideas of the author of these books seem to be, 1st, to present the subject of arithmetic in a practical form, by giving a series of entirely progressive exercises; and, 2d, by giving such a number of examples as will insure the pupil's acquaintance with the subject simply from practice. It is a great fault with many of the books in

use that they do not give enough variety to interest pupils, or to make them proficient in arithmetical knowledge. In these books there is a great number of exercises, sufficient to keep pupils busy at work for a long time; thereby insuring order and quiet in school, and practical knowledge of the subject. There is nothing new in the arrangement of subjects or in the method of presenting them; but for the purposes stated, particularly in a graded school, we think them very valuable.

**A NEW ELEMENTARY ALGEBRA:** in which the First Principles of Analysis are Progressively Developed and Simplified. By Benjamin Greenleaf, A. M. Boston: Robert S. Davis & Co. 1863. Pp. 324.

**INTRODUCTION TO THE NATIONAL ARITHMETIC.** New Electrotpe Edition, with additions and improvements. By the same author and publishers. 1863. Pp. 324.

**A PRIMARY ARITHMETIC.** Improved edition. By the same. 1863. Pp. 84.

The algebra has been prepared to meet the demand for an easy algebraic course to follow arithmetic. The plan of the work is similar to that of the larger one, and like that it will prove to be, we think, a successful book.

The arithmetics are revised and improved editions of the well-known books which have been before the world so many years, bringing them to conform to present usage, and to the modern improvements in instruction. B.

**STODDARD'S RUDIMENTS OF ARITHMETIC:** Embracing Mental and Written Exercises, for Beginners. By John F. Stoddard. New York: Sheldon & Co. 1863. Pp. 192. 30 cts.

A logical arrangement of the simpler rules and principles of this science, illustrated by numerous simple examples and questions, the whole well calculated to cause the pupil to think, and to prepare him for the successful study of the more advanced works.

**ARITHMETICAL PROBLEMS FOR THE USE OF ADVANCED CLASSES IN SCHOOLS.** By W. H. Farrar, A. M. Boston: Brewer & Tileston.

We all remember the story of the man whose son, after having attended school until he had 'been through the arithmetic twice', was unable to measure a pile of wood. We can not deny that the parent's disgust at the system of teaching which caused such a result was proper, nor that such cases are far from rare. It is a crying complaint that scholars from our schools, on entering into business that requires mathematical calculation, do not possess sufficient knowledge of the subject to render them immediately useful. The fault lies in the fact that in our text-books every thing is made so plain and so simple as to require little thought, and hence little is exerted.

We have here a work designed to fill a gap in the arithmetical course indicated by what we have said above. It consists of 1,000 problems, eminently practical in their character, yet embracing every conceivable principle of the science, without a single rule or explanation to give a hint to the pupil.

Teachers will find it well worth their while to allow their higher classes, before leaving the study, to take this book for their review course. B.

**A SPELLING-BOOK FOR ADVANCED CLASSES.** By W. T. Adams, Master of the Bowditch School. Boston: Brewer & Tileston. 1863.

This is an exceedingly good selection of words, nearly five thousand in number, arranged in lessons of thirty each, and numbered for convenience of reference. The plan is excellent, as — neither the pronunciation nor syllabication being indicated, and all classification being carefully avoided — the pupil is thrown upon his own resources, and his knowledge tested.

We like the author's suggestion that, in written lessons, the words be occasionally arranged in lines, in stead of columns, to afford the scholar an exercise in practical syllabication. B.

**FIRST READING-BOOK.** In easy and familiar words. Designed to accompany the Phonic Reading-Cards. By E. A. Sheldon, Superintendent of Public Schools, Oswego, New York, and author of 'Elementary Instruction', 'Lessons on Objects', etc. New York: Chas. Scribner, 124 Grand street.

We have not seen the set of Phonic Cards referred to, and can not judge of the value of this little book as connected with them. Aside from this, however, the book would answer a very good purpose as a reading-book for beginners. The paper is clear, type large, and illustrations new and fine.

#### THE NEW U. S. STAMP DUTIES.

Messrs. T. B. Peterson & Brothers, 306 Chestnut street, Philadelphia, have just issued a new card containing the official list of the new duties 'imposed by the act of Congress, on March 3, 1863'. The card will be found very convenient of reference by all, and should be at the side of every storekeeper, broker, banker, lawyer, or any other business man, as it shows at a glance the amount of stamp duty to be paid on every thing in every-day business. The rates differ very much from the old stamp duties.

Price 10 cents per copy. Copies sent by mail, on addressing the publishers, remitting stamps for the amount.

B.

#### MESSRS. BRYANT, STRATTON & Co.

The *New-York Tribune* of April 4, and the *New-York Herald*, of a later date, devote each a full page to an advertisement of the great chain of Commercial Colleges belonging to Messrs. Bryant, Stratton & Co.

We congratulate these gentlemen on the success indicated by such displays as these, for we know it has been deserved.

B.

#### THE MONTHLIES.

*The Atlantic* for May contains: 'Charles Lamb's Uncollected Writings'; 'Dark Ways', by Miss Prescott; 'After Taps', by Col. H. B. Sargent; 'The Human Wheel, its Spokes and Felloes', by O. W. Holmes; 'Paul Blecker', by the author of 'Life in the Iron Mills'; 'Up the Thames', by Hawthorne; 'The Fern Forests of the Carboniferous Period', by Agassiz; 'To E. W.'; 'The Countess', by John G. Whittier; 'Gala-Days', by Gail Hamilton; 'Give'; 'Only an Irish Girl'; and 'Shall we Compromise?' by D. A. Wasson.

*Harper* has: 'Hull's Campaign', by Lossing; 'A Summer Night', and 'Rest', both by N. G. Shepherd; 'Nettie's Shells', by H. M. Alden; 'Robbery as a Science', by A. H. Guernsey; 'For Better, For Worse', by Caroline Chesebro; 'Romola', by Miss Evans; 'The Small House at Allington', by Trollope; 'Houseless', by E. P. Watson; 'In Louisiana', by J. W. DeForest, U. S. A.; 'A Trip to the Caucasus', by Joseph E. Miller; 'Rosemary', by Miss Prescott; 'The Drift of American Society', by Samuel Osgood; 'Through Suffering', by Louise Furniss; 'A Theory Worked Out', by Louise Palmer; 'Insects Injurious to Fruit', by Charlotte Taylor; 'A Talk with Jefferson', by D. P. Thompson; 'White Chrysanthemums', by Mary E. Bradley; 'Outward Bound', by Miss Mulock; and 'The Monthly Record', 'Editor's Table', etc.

*The Continental* has: 'The Great Prairie State', by Mrs. C. M. Kirkland; 'A Winter in Camp', by E. G. Hammond; 'In Memoriam', by Richard Woleott; 'A Merchant's Story', by Edmund Kirke; 'Shylock vs. Antonio', by Carlton Edwards; 'A Heroine of To-Day'; 'National Ode'; 'The Surrender of Forts St. Philip and Jackson', by F. H. Gerdes (U. S. Coast Survey); 'Reason, Rhyme, and Rhythm', and 'War Song', by Mrs. Martha Cook; 'The Value of the Union', by W. H. Muller; 'Miriam's Testimony', by M. A. Edwards; 'The Destiny of the African Race in the United States', by J. M. Sturtevant, D.D.; 'Was he Successful', by Richard B. Kimball; 'The Union', by Hon. Robert J. Walker; 'The Causes and Results of the War', by Lieut. E. Phelps, U. S. A.; 'Great Heart'; and the 'Literary Notices'.

*Godey*, *Peterson*, and *Arthur*, all contain the usual number of good things. B.





*Variety of terminations and shades in Principles 7 8 & 9.*

*A S S S R C Q Q*

*Classification and Variety of Capitals.*

*I H M S T F H K*

*P Q R D L Z Y*

*N M V W U Y*

*S L G S S E F R*

*A P T E R S F S*

*O C H O Q C L D*

*N K P B R W Y*

*P B R S R H H*

*N M U L V W G*

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# ILLINOIS TEACHER.

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## P E N M A N S H I P . — N U M B E R I V .

BY PAYSON, DUNTON AND SCRIBNER.

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IN the accompanying plate we give a number of handsomest forms of capitals used in business by the best penmen. They may be found also in No. 12 of our series of copy-books. When pupils have learned to write the plainer forms perfectly, there seems to be no reason why they should not advance to higher and more difficult forms of this beautiful art. At the same time they should have it thoroughly impressed upon their minds that perfect execution can alone justify the use of such letters; that when imperfectly and inelegantly made they are intolerable. The failures of the presumptuous expose them to ridicule. A hair-line stem with equal curves ending in a dot has a quiet elegance and grace, while an ambitious stem with a ragged shade on the lower curve, a great sprawl on the base line, and ending with an oval whose sides do not correspond, and of which the termination of the closing line is some where in space, is not only utterly devoid of beauty, but is positively painful to the perceptions of a cultivated taste. It is as annoying as discords in music or the combinations of inharmonious colors. We will now proceed to give a course of exercises on the capitals which are entirely original, and which our experience has shown us to be of the highest practical value.

As soon as the pupil begins No. 3 let him devote five minutes of each writing-lesson to the following exercises, taken up in their order. He can use waste paper or an old copy-book, disregarding what is already written.

I. *For the Capital Stem.* 1. The hair-line oval *direct*, closed carefully at the top, written between two lines, touching both the top and bottom. See that both sides are curved alike, that the upper and

lower curves are exactly similar, and that the width is half the length. The most common faults are neglect of curvature at the start and not turning under soon enough on the left side below. 2. The hair-line oval *indirect* or *inverted*. This should be written similarly to the last, except, of course, that the pupil must begin at the lower line and write up the left side and down the right, closing it at the bottom. The greatest difficulty will be found in starting toward the left at once on beginning, and then making the curve bear toward the right for the proper slope. It will be well to have the pupil trace an oval a few times, beginning at the bottom and observing the direction of the movement. 3. The hair-line capital-stem ending in a dot—see Plate I, in the March number. The dot is on the main slope and on the diameter of the lower oval. All these exercises are to be written between two lines, touching both the top and bottom.

II. *For the Capital O or Direct Oval*. 1. The hair-line direct oval as before. 2. The same shaded on the left side. In both of these cases it is to be closed at the top. 3. As in 2, but in stead of closing at the top run down inside with a hair-line curve similar to the shaded curve, so that the distance between them may be one-fourth the width of the oval. Point out from the figure at the bottom of Plate I how this form is derived from two ovals intersecting one another as there shown. Let the hair line descend nearly to the bottom of the letter. 4. The same as the last, but begin with a hair line and let the inner curve on the left be shaded.

III. *For the Inverted Oval*. 1. The hair-line inverted oval as in I, 2. 2. The same with shade on the right side. Close both at the bottom. 3. Begin one-third from the base line, and write the hair-line inverted oval, so that it appears as suspended from the top line. 4. The same, but shaded on the right side. 5. Like 4, but in stead of closing at the bottom run up with a hair line inside, one-third the width of the oval from the left side with a similar curve, cross the same distance below the top, and descend at the same distance outside the shaded curve to the middle of it. From this point the rest of the descent may be modified as required for M, U, W, etc. Illustrate from the intersecting ovals, Plate I. 6. Like the last, but the shade in the outside line in stead of on the right side of the oval.

When the pupil can write Numbers 3 and 4 of the copy-books perfectly, having accompanied them by the above exercises, taken up in their order, during five minutes of each lesson, he may enter on Number 5. He should then begin to practice the capital stems at the head of the plate given with this article.

In writing these stems with the oval termination, call attention to



the fact that its form is oval, and especially to the direction or slope of the long diameter of the oval. Show that the lower curve of the stem is longer and more intense than the upper. Notice the point where the oval termination touches the base line. Do not allow this oval to drag along on the line—it should touch in one point only.

When the shade is in the lower curve, notice that the thickest part of it is at the middle of the curve. Take care that the shade increases and diminishes gradually, not abruptly, and that it is wholly in the lower curve. Where the final oval is double, notice how the curves follow one another, the inner parallel to the outer. The shade is *always* heaviest in the middle of a curve. The principal difficulty will be found in the upward turn of the final oval on leaving the base line. N. B. To write these stems and capitals well there must be free play of the fore-arm. To make the shades smooth the pen must be accommodated to their direction by a slight roll of the holder in the fingers, so that the spread of the nibs may always be at right angles to the direction or slope. The directions given above will suffice for the rest of the forms in the first line of this plate. In the rest of the plate the capitals are classified according to the predominance of the different principles of the capitals, or of peculiar features in their forms. Thus, in the second line the capital stem, in the third and fourth the inverted oval, in the fifth the capital stem with looped top principally, in the sixth the florid final oval, in the seventh the direct oval, in the eighth the straight stem, in the ninth the oval on the right connecting the stem with the rest of the letter, in the tenth the simple curve commencement, has determined the classification.

In conclusion, let us repeat that the one secret of success in teaching writing is to take up one fault after another and to practice till they are corrected by the whole class. The time devoted to writing should not be less than three-quarters of an hour four times a week. It will be found very profitable occasionally in writing the ovals and capital stems as above to see how many the pupils can write in a minute, taking care that they are well shaped.

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LIBERIA.—A college was recently opened in Liberia, to be taught by colored persons. It was founded by the liberality of American gentlemen. President Roberts, in his inaugural, says: "The first college in West-Africa is founded. Lord Macaulay's prediction, uttered forty years ago, of the illustrious University of Timbuctoo, though uttered jocosely, is receiving realization. Truth is stranger than fiction."

New-York Teacher.

S P E L L I N G L E S S O N S .

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THE majority of our spelling-books contain but a limited number of words. A large proportion of these are abstract terms, and not in common use. *Transubstantiation* and similar *sesquipedalia verba*, as Horace would call them, may with propriety be reserved for the pupil until somewhat prepared to understand their application. Now the object of the spelling-book is to teach the child to spell; but it obviously can not, without swelling to a huge volume, embrace all the words which are desirable. They must, therefore, be sought elsewhere.

These sources are partly furnished by the different text-books. Take the grammar, arithmetic, geography, physiology, philosophy, or any of the studies, and assign as a spelling-exercise to the class the names peculiar to those sciences. Teachers who have not tried the experiment will discover many ingenious styles of orthography, even in pupils skillful in ordinary terms. The proper names of geography and history, especially, should serve as a frequent drill to the class, as they are so often employed in the writing business of life. *Filadelfa* was the actual form in which the Quaker City appeared on the manuscript of a High-School applicant.

Again: give different kinds of flowers, different diseases, different tools, names of domestic articles, animals, vegetables, trades, etc., as respective lessons to be studied by the class. Always announce such exercises the day previous, as dictionaries or other authorities may be needed in the preparation.

Where your pupils all take the same county or daily newspaper, many profitable drills may be given, involving the use of marine, mercantile, commercial, political, religious, military, and the varied names of modern civilization. At any rate, to test the accuracy of their spelling the newspaper is an excellent medium.

The Reader, through all its grades from the First to the Sixth, answers admirably as a Speller for all words of usual employment. The use of the Reader for this purpose has this advantage over the Speller: as the pupil spells the term, the sentence in which it is found occurs to his mind, thus suggesting the manner of its application: this knowledge can not, of course, be obtained from the isolated words of the Speller.

W. W. D.

Dixon, April, 1863.

THE VILLAGE PEDAGOGUE.

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IN yonder valley, in whose bosom rest,  
Throughout all seasons, many a fetid pool,  
Where croaking frogs and slimy snakes infest,  
There stood, remote and lone, the village school:  
By art deserted and by nature cursed,  
Of all the spots the foulest and the worst,  
Unfit for any human dwelling-place,  
But good enough to drill the rising race.

Here, where the fathers, in the days of yore,  
Imbided, with youth's reluctance, all their lore,  
Their children came, in the same fountain dipped,  
By the same pedagogue were taught and whipped.

He was a rare instructor, and in truth  
Conceived himself the only guide for youth  
That all the village boasted. He began  
In the same year the teacher and the man,  
And for a term of fifty years, or more,  
He drilled the children of the rich and poor.  
For fifty years, with zeal that ne'er did tire,  
He taught 'the young idea how'—to fire;  
And, as each generation round him grew,  
Beat in their heads the little e'er they knew.

His views of government, though not his own,  
Were based on force and fear, and these alone:  
Kindness in discipline was out of season,  
And quite absurd were all appeals to reason.  
Children by nature were depraved and idle,  
And needed, like a horse, a whip and bridle.  
Some times they went too fast, some times too slow,  
Some times refused a single step to go:  
And what effect has kindness in such cases,  
When children kick and play, and break their traces?  
Kindness, forsooth! one might as well attempt  
To calm a whirlwind with an argument,  
To tame a hungry tiger with a kiss,  
As look to kindness in a case like this!

And talk of reason! What can reason do  
To make a child obedient and true,  
When nature gave it such a stubborn will,  
And filled its heart with principles of ill?  
Reason, forsooth! Why, he must be a fool  
Who thinks that reason e'er controlled a school!

Like other men who feel their cause is lacking,  
 And ne'er would suffer for a little backing,  
 To prove the soundness of his own suggestion,  
 He quoted scripture to decide the question ;  
 Appealed to Solomon, who oft declared  
 The child was ruined if the rod was spared,  
 That he who, in his kindness, spared the rod  
 Perverted all the laws of man and God.  
 And who, of all that ever dwelt below,  
 Than mighty Solomon should better know ?  
 Or where 's the man, whoever he may be,  
 That ruled a larger family than he ?

Smile not, nor ridicule the learned sage :  
 His doctrines were the doctrines of his age.  
 Had he removed, or changed his long-tried system,  
 The village public sorely would have missed him.  
 So long had they believed that education  
 Was the result of frequent flagellation,  
 That, had a man proposed to take this school  
 And govern it by any other rule  
 Than that of brutal force, they would have said  
 The man was either ignorant or mad.  
 What wonder, then, that, under such a plan,  
 The boy grew up to be a stupid man ?  
 Or, if his brains were kept from a collapse,  
 It was in spite and not for want of raps.

Perhaps it may in some excite surprise

How such a man so long maintained his station.  
 'T was not because of his abilities,  
 Nor yet of his superior education,  
 Nor yet because he laid his plans the deepest ;  
 But 't was because he always taught the cheapest.  
 Let not the sage beneath your censure fall,—  
 He gave them what they paid for, that was all.

Thus, year by year, he beat, and banded, and basted,  
 And year by year his sands of life were wasted ;  
 Until, one day, another teacher,—stronger,  
 Who taught another school, and taught it longer,  
 Oft styled by poets 'the great teacher, Death',  
 Gave him a blow that took away his breath.

Now that his rod is broke, his ferule rotten,  
 And he, beneath the sod, almost forgotten,  
 The school-house in a gravitating state,  
 The people have discovered,—rather late,—  
 Be other services whate'er they may,  
 Cheap school-houses and teachers never pay.

J. J. CLUTE, in Three-Rivers Reporter.



MENTAL DISCIPLINE vs. MEMORY.

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IN the April number of the *Teacher* is an article entitled *Our Daily Work*, in which we find much that we believe to be false in theory, and which would prove injurious to our schools if the people of this generation were willing to reverse the wheels of progress and roll back a century.

The writer commences by stating that "the various courses of study in our Primary, Grammar, High Schools, and Colleges, are so arranged that each shall be a stepping-stone to the succeeding one, and that there is one leading idea running through the whole. This is, that though facts are necessary as furnishing materials, and rules are useful as enabling us occasionally to step aside and do some *odd job* in the world, still the great end and aim of our schools is discipline, mental discipline, just as in the gymnasium the weights, the vaulting-bars, and the spring-boards, are of no use except as they invigorate the body."

It would indeed be an odd job which could not be better performed by a mind well disciplined to facts and rules, and a big job to do almost any thing without some previous discipline. The writer seriously inquires "Is it not possible that this is a wrong notion?" We reply that we think not. A system of education which takes the child from the cradle and leads him along step by step, communicating facts and rules, at proper times, in a proper manner, inculcating a knowledge of their use, imparting information in such a way as to strengthen the memory, awaken reason, and improve the judgment, can not be a failure.

No real improvement can be made where this order is reversed. The mere acquisition of knowledge, however indispensable to all future progress, is a part only of the work of education. The process by which facts, the materials for future culture are attained, and the mind furnished with adequate instruments for its operations, is of the greatest importance.

The faculties of reason, judgment, and imagination, the powers of combination, comparison, and discrimination, demand our judicious and careful attention. As well might we improve the appetite, and enlarge the capacity for food, without improving the powers of digestion. Food is necessary to enlarge, strengthen, and give vigor to the body. So, facts and elementary principles enlarge and expand the intellectual domain by inducing thought, reason, reflection, and fancy.

We are benefited more by the *act of obtaining* than by the *facts* themselves.

Again we read: "We work in school with the idea continually before us that each scholar may be spending his last day in school, we may be giving him his last admonition before he starts on his travels. He does not need mental discipline as much as he needs facts. We should strive to give him that first which he will use first, and that last which he may not need at all."

We inquire, Is this nervous, undignified haste desirable? Would it not be better for the traveler to pack his own trunk when he desires to use its contents? Would not the packing, and a thorough knowledge of the use of each article, be beneficial? Why spend the last days in stuffing the poor child to unwieldy proportions, so that he will be run against and be pushed aside in the first encounter? If the remainder of life were to be spent in annual examinations, the case would be different,—perhaps.

How easily facts are obtained by a disciplined mind! How useless are facts without mental training! We, too, say, most emphatically, give the child first what he will be sure to use,—not facts alone, nor chiefly, but discipline. We think the last day's stuffing process is far too prevalent, although there has been progress in the right direction during the last one hundred years.

From such views of educational processes we dissent, believing them fatal to all true culture of the mind. We do not believe a graded course furnishes any excuse for so grave an error.

The key-note of the whole article is given, as follows: "I am inclined to think that the old order of exercises tells nearly the whole story, 'I am going to study Reading, Writing, and Ciphering'." The writer unconditionally commits himself to the three Rs—Readin, Ritin, and Rithmetic, with as little regard to discipline as possible, considering the shortness of time. The pupil may have eyes, but no knowledge of optics. Nature may present her vast field of harmony, richness, and beauty; but all these inexhaustible sources of pleasure and improvement he must forego, "except", to quote our author, "those things which they learn at home, in spite of parent and teacher."

We do not blame the pupil for feeling spiteful. Every attempt to restrain the powerful tendencies of the young toward the legitimate objects of their preference will not only prove disastrous, but highly injurious. Could not those things learned in spite of the teacher be learned better with his aid?

The writer asks, "How many rise early from a desire to be healthy,

or eat more slowly because they have been taught the laws of digestion?" We answer, as many as live better lives for being taught the 'golden rule', or the 'ten commandments'. We think it will pay to teach both. We say *pay*, because that is a consideration that enters into the calculation. For, a doubt is expressed whether a knowledge of the spots on the sun, or of the fossiliferous rocks, will help to earn bread. We think it will. We go further, and state our honest conviction that if the country around the North Pole could be explored it would cheapen the price of bread and potatoes. We may be wrong, but 'we bide our time'.

In every well-regulated system of instruction, ample provision should be made for the cultivation of all the faculties, embracing therein the entire phenomena of the visible universe.

It is the duty of the teacher systematically to arrange knowledge, so as to render it available for future thought. And, more important than all, he should teach the child how to think and how to obtain knowledge for himself, to the end that he may be prompt to discern and embrace truth, detect error, and become capable of original thinking, sound discrimination, and noble views.

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S H O R T - H A N D . — N U M B E R I I I .

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MANY are disposed to regard the *pecuniary* value of phonography as its greatest recommendation. It is true that the professional reporter has a lucrative calling; but, as we have before intimated, the phonetic art has other recommendations, considerations of a higher and nobler nature than any yet presented.

1. We value phonography, and recommend it, because it will make the student thoroughly acquainted with the elements of the English language. It tends to correct faulty pronunciation, and give distinct articulation, by necessitating a most thorough vocal analysis.

The exploding of the vocal elements tends greatly to strengthen the voice and lay the foundation for good elocution. Indeed, without attention to the analysis of words there can be no good reading or spelling. All this, it is true, may be attended to without acquiring a knowledge of short-hand. But why all this waste of time in the special study of vocal analysis, when a better knowledge of these elements would be acquired in the way proposed, with the additional knowledge of a new and most desirable system of short-hand writing?

2. We value phonography and recommend it because of the fa-

cility it affords in the acquisition of knowledge in general. Any one can see of what service it must be in all future studies, pursuits, and professions.

Dr. Stone, of Boston, than whom there is no better writer of the art, says "I deem phonography, when thoroughly learned, an invaluable adjunct to an education; and one which, when acquired in youth, would not be parted with in manhood for thousands of dollars." John H. Tice, formerly Superintendent of St. Louis Public Schools, in one of his annual reports, says "An education that does not embrace a knowledge of phonography must be regarded as incomplete, and short of the demands of the age." He then goes on further, to recommend its early introduction into the grammar and high schools, as one of the regular branches of study: and I have recently learned that it *has* been thus introduced into the high schools of that city; the principal himself being a phonographer.

In my next number I will show "How to learn phonography."

CHESTER, Ill., May 11, 1863.

O. L. BARLER.

## T H I N K   O F   I T .

• THINK of it, fellow teachers and friends of education. Think of it, parents and people of Illinois. Think of the startling fact that, according to the last able report of our late State Superintendent of Public Instruction, there are 100,000 of the youth of this state growing up in ignorance and its attendant vices. To-day *one-sixth* of the children of school-going age are not attending school.

This non-attendance *is not* because our common schools are insufficient, *not* because the state has failed to make ample provision for their education, for in the same valuable and instructive report we learn that it now annually pays nearly \$400,000 for the instruction of these 100,000 non-attendants. To this large sum we may safely add \$300,000 yearly squandered by those who attend school less than three months, making \$700,000 which the state annually loses by non-attendance, irregular attendance, and truancy.

It is ignorance, from these causes, that peoples our penitentiaries, prisons, alms-houses, and jails, and compels us to keep the costly machinery for the detection and punishment of crime continually in motion. A large proportion of our legislation and governmental expenses is to protect society from the depredations of this class of persons. The records of our courts will show that nine-tenths of all our



criminals belong to this class, and the same proportion of our juvenile offenders are either non-attendants of or truants from our public schools.

It has long been conceded that non-attendance, irregular attendance, and truancy, are the three *great* evils with which our schools contend. They are the parents of the thousand petty vices that 'Young America' delights to indulge in, and which in maturer years make him the depraved man or hardened criminal. Reason has no argument that will reach such persons; patriotism and loyalty know no appeals that will affect them. With them liberty is synonymous with license.

Morality, religion, and universal intelligence, are the *only* safeguards of this republic; yet our legislators too often lose sight of this great truth. They enact laws to *punish* crime, *not to prevent* it, forgetting the trite old adage that 'an ounce of prevention is worth a pound of cure'.

This state claims and exercises the right of taxing the property of the state to maintain a system of public instruction which makes ample provision for the education of its children. I contend that if it can justly tax its property to maintain a system of public schools, that right implies its right to educate its children; and if it be the duty of the state to tax for the education of its youth, it is *equally* its duty to see to it that its purposes are not thwarted, and its funds squandered, by those for whom it has made such ample provisions. If this be true, then the state has clearly the right to *compel* its children to improve the privileges and to use the means which it provides for their education.

Although I not only admit but attempt to prove that the state *has the right* to compel its youth to attend school, I am not quite prepared to urge *legislation* to overcome the mighty evils of non-attendance, irregular attendance, and truancy. The magnitude of these evils is but slightly understood by the great mass of the people. They need to study them more. They need more facts, and a closer and more careful consideration of a subject which so vitally concerns the best interests and future welfare of their children. They need *more light* upon this point; and in view of its importance, let me urge the pulpit, the press, and the rostrum, to unite more heartily and to labor more earnestly to radiate it, until the people of this great and growing state shall think it more noble to prevent crime than to punish it—until the majority of them shall demand that it shall not permit one of its youth to grow up in ignorance or crime—until education shall be deemed as essential to life as air and sunlight.

M. V. B. S.

## O U R F I R S T L O S T .

SIT close beside me, dearest wife;  
 We are together, if alone;  
 The dew upon the bloom of life  
 Is gathered, and the bloom is gone;  
 And part of us is in the grave,  
 And part is in the heaven above;  
 But stronger is the tie we have  
 In mingled cords of grief and love.

Sit very near, and let me dry  
 This tear that trickles down thy cheek,  
 And this that trembles in thine eye,  
 For it is time that we should speak:  
 The choking stupor of the hour  
 Is past, when weeping was relief;  
 Now yield thee to a gentler power—  
 The tender memory of grief.

Let's talk of her—our little one,  
 Who walks above the milky way.  
 Arrayed in glory like the sun  
 That lightens the eternal day;  
 The little gift that we did make  
 To God, by whom the boon was given—  
 He wished it, deeming she would take  
 Our hearts away with her to heaven.

Remember that sweet time when hope  
 Sat brooding o'er its future joy,  
 And low, fond laughter wakened up  
 With bets upon a girl or boy,  
 And little caps, in secret sewn,  
 Were hid in many a quiet nook:  
 You knew the secret to be known,  
 Yet hid them with a guilty look.

Remember all the gush of thought  
 When first upon your arm she lay,  
 And all the pain was all forgot,  
 And all the fears were smiled away;  
 And looking on her helplessness  
 Awakened strong resolve in you,  
 And mother-love, and tender grace,  
 And all was beautiful and new.

For you were sure, a week before,  
 That you should never live to see  
 A baby laughing on the floor,  
 Or placid lying on the knee,  
 Or laid on my ungainly hand  
 That always feared to let her slip,  
 Or held up, with a fond command,  
 For pressure of a father's lip.

O sweet bud, flowering dewy bright,  
 To crown our love's rejoicing stem!  
 O great eyes wondering in their light,  
 With long dark lashes fringing them!

And over these the forehead broad,  
 And then her full and parted lips,  
 And rounded chin, meet for a god,  
 And pink shells on her finger-tips!

O beautiful her life! and we  
 Were just too full of happiness:  
 As dewy flowers hang droopingly,  
 O'erburdened with the weight of bliss,  
 And, fearful lest the treasure spill,  
 Close up their petals to the light,  
 So we forget all, good or ill,  
 To clasp to us that dear delight.

Remember how we noted all  
 Her little looks and winning ways,  
 And how she let her eyelids fall  
 As I was wont in wooing days,  
 And held her little finger up  
 In curious mimicry of mine;  
 But when the smile was on her lip,  
 Lo! all the beaming face was thine.

O say not she was only seen,  
 Like song-bird lighting on the tree,  
 A moment, while the leaves were green,  
 Filling the boughs with melody,  
 And then, when hope arose serene,  
 She left us sadder than before;  
 And better she had never been  
 Than leave us stricken to deplore.

And was it nothing then to feel  
 A mother's love, and do her part,  
 While soft hands o'er the bosom steal,  
 And soft cheeks press against the heart?  
 Nay, let us kneel together, love,  
 And bow the head and kiss the rod:  
 We gave an heir to heaven above,  
 A child to praise the Christ of God.

He would have infant trebles ringing  
 The glories of the great I AM;  
 He would have childish voices singing  
 The hallelujahs of the Lamb;  
 And shall we faint in grief's desire  
 Because this grace to us is given,  
 To have a babe amid the choir  
 White-robed around the throne of Heaven?

We had a joy unto us given  
 Transcending any earthly pleasure:  
 We had a messenger from heaven;  
 Let us be better for her presence.  
 Our mother Earth where she is laid  
 Is dearer to my heart for her;  
 We have such kindred with the dead,  
 The very grave is lightsomer. ORWELL.

"A SCHOOL, OR SOME SORT OF A CEMETERY."

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NOT long ago we were riding with a friend who is, we suspect, a near connection of Mrs. Partington. As we passed a fine old estate, our friend remarked "Mr. So-and-so has purchased that place." "What is he going to do with it?" we inquired. "O, he is going to establish *a school, or some sort of a cemetery*." We quietly smiled at the grave blunder of our friend, and dropped the subject. But soon the words came back to mind, and we found ourself silently uttering '*a school, or some sort of a cemetery*'. These words rang in our ears as we passed at night into dream-land, and again when our eyes welcomed the new-born day. As we entered the school-room, at the wonted hour, and looked upon the scores of young people intrusted to our care, again and again recurred the now familiar words, '*a school, or some sort of a cemetery*'. Is this a cemetery? we mentally asked; and if so, who, or what, is buried here? and who is responsible for the burials? If this be a cemetery, what is *our* office here? Are we doctor, or sexton, or pall-bearer, or chief mourner?

We have soberly meditated upon the possible connection between schools and cemeteries, and have been endeavoring to ascertain in what respects schools can be cemeteries. Here are a few skeletons of the conclusions reached. May the dry bones of a valuable subject, thus hastily dissected, not be quite devoid of interest.

A school may be a cemetery for *dead intellect*. When words are taught with little or no reference to what they signify; when memory is cultivated at the expense of thought; when a child's inquiring spirit is checked by unnecessary restrictions and formalities; when the majority of the mental faculties are uncultivated, or wrongly directed; when the school-work is permitted to become a lifeless round of drudgery; then, indeed, is the school a gloomy cemetery. Alas, how many ghosts of deceased intellects have pedagogic Charons driven across the mental Styx with birchen sticks. On the tombs of how many dead minds might truly be inscribed '*Died of a schoolmaster*'.

A school may be a cemetery for *dead ambition*. It is natural for people, young and old, to desire to excel. As the man commonly strives to surpass his fellows in wealth, style of living, and position in society, so the child is eager to outdo his companions in his sports and his studies. Each wishes to possess the swiftest sled, the fleetest skates, the most soaring kite, the stoutest arm, and the lightest foot. So in the world of school-life, each one naturally loves to stand above his

mate. He takes an honorable pride in excelling. The spirit of ambition implanted in his nature prompts him to aim high. But when he sees, as is too often the case, that his earnest efforts to do well are unappreciated; that he is misunderstood, or misrepresented; that some unfortunate defect of person or address, which he can not remedy, is constantly operating to his disadvantage; that the prizes of rank or other rewards are borne off by those whose efforts have not been so vigorous and patient as his own; then his ambition dies out, and the school becomes its burial-place.

A school may be a cemetery for *affections, good feelings, and generous sentiments*. Children love to be beloved. They run instinctively to those who exhibit a kindly disposition. The affectionate parent is almost sure to have loving children. So the kind teacher commands the grateful affection of his pupils. They love to meet him; to listen to his instructions; to conform to his wishes. They draw sweet pleasure from his approving smile; while his stern look is to them the severest of rebukes. In the school of such a teacher all the loving and lovable qualities of the heart flourish and blossom. But it is far different in the school of him who governs not by love and kindness, but by force and fear. Savage looks, loud commands, bitter invectives, sneering taunts, senseless reproaches, again and again have crushed the life out of young hearts. How often has the hard-faced master recklessly caused the welling tears to flow, and the trembling limbs to quake! How often has the child, who would gladly have loved his teacher, been driven to hate him with a bitter hatred. Who can tell how much love, how many noble feelings have been buried in the school-room!

The school may be a cemetery for *dead truth and honor*. When a teacher fails to be impartial toward his pupils; when he influences them by mean motives; when he frightens them into falsehood through fear of punishment; when he attempts to deceive them by false pretenses to knowledge that he does not possess; *when he deliberately trains them to cheat the public by seeming to know more than they do know*, he surely is the murderer of truth and honor; and his school is their burial-ground.

A school may be a cemetery for *bodily health and vigor*. The wasted forms, the pale cheeks, and the nervous movements of many a scholar, tell the tale of health sacrificed on the altar of emulation. Children of feeble constitutions and nervous temperaments, fitter objects of care for a doctor than for a schoolmaster, engage in the struggles and rivalries of school-life. The very delicacy of their physical condition not only makes them over-anxious about their success, but



gives them oftentimes a clearness of comprehension and a facility of acquisition which delight the teacher, and too frequently prompt him to urge them onward far beyond their strength. To such children especially the school may become a sepulchre.

Lastly, the school may be a cemetery for *the faithful teacher*. The self-sacrificing labors of many teachers have borne them early to the grave. 'Faithful unto death', they have obtained the 'crown of life'. The conscientious teacher, who appreciates the vastness of the responsibilities that weigh upon him; who looks upon each pupil as a God-given trust; whose standard of duty is planted high above the low grounds of selfishness; who values success in doing God's work as infinitely superior to personal emoluments, and fame, and life itself: such a teacher is too apt to pay but little regard to the just claims of health, and, sooner or later, passes prematurely to the world of spirits. To such a one — and such we have known — the school is a cemetery, indeed, but one embowered with the evergreen trees of affection, and written all over with grateful epitaphs by loving children.

D. B. HAGAR, in Massachusetts Teacher.

#### A DESIRABLE IMPROVEMENT.

WE have often wished that our mechanist had furnished us with a little addition to our machinery, an addition which we imagine would have a very perceptible effect on the result of our year's labor. We refer to a spirit- or energy-saving attachment, which would gather up the superfluous force of some days and add it to the insufficient force of others.

We remember, in days gone by, having had a partiality for plum-cake, and having had a most delightful time in picking out, in Jack Horner's style, the whole amount of plums in the cake, and devouring them at once, in stead of allowing them to remain in their pristine individuality scattered over the whole mass. We are sure that some power above is treating us through life as we treated that cake, putting our whole power of performance into certain days. And as our time is not our own, but the property of the city of *Blank*, being let out to it for a consideration, we think this is scarcely as it should be.

Why, on Monday morning, when our body is in school, should our soul be superintending an imaginary house, and concocting imaginary pies? Why should our voice be uttering praises and censures, when in our hearts we are saying "Poor little things; would that we were with

you in the country, and the primers in the fire?" Why on Tuesday should we consider teaching the one great object of life, free schools the glory of the land, and criticise the deeds of teachers who do not devote every thought to that one great object? On this day the economical force-saving attachment would be immensely useful, for our six hours are not sufficient for us. Why should Wednesday and Thursday be just like it, till by Thursday afternoon we soar on Icarian wings to the very summit of teaching ability? Why on Friday should the wax melt, and we sink into a perfect slough of despond — listless, stupid, and senseless, causing our Principal, who is just the best-natured man in the world, to grow dismal, and to begin to think he is mistaken in us? And why should the Superintendent make his appearance at the very crisis of our misery and disorder, and look as if he, too, had been rash in thinking that we 'would do'?

The only answer we can make is that the energy-saving attachment was forgotten when we were planned. Some teachers have it; we know them well. Every morning they come into their school-rooms with a genial smile, a placid face, a brisk step, an energetic air. Their rooms are always of the same mental temperature, 70° Fahrenheit. Ours ranges at 120° some days, and 20° others. O that we were they; that we never soared and never sank; that our heads were not among the stars at one time, and beneath the dust at others; that we never had triumphed, and never had cause to hide our diminished head.

We have made many inquiries as to the best way of overcoming this difficulty. Some with southern proclivities recommended us to let it alone. We did, but, like the South, it would not let us alone. Others recommended a cold bath every morning. This indeed proved a *damper* on our good days, but our bad ones remained the same. Some told us to walk. We did; but, alas, we could not walk it off. Some advised us to try a tonic; but visions of a bitter experience deterred us. So we are induced to appeal to this most influential journal, and if it can not do anything for us we shall conclude that the difficulty is irremediable, and carry our burden as Sinbad carried the old man of the mountain, till it falls off of itself. A. E. T.

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THE most happy man is he who knows how to bring into relation the end and the beginning of life.

## SCHOOL EXERCISES.

GYMNASTICS. SITTING POSITIONS.—1. Sit erect, with arms folded. 2. Body thrown forward, with folded arms on desk. 3. Arms extended on desk in front, parallel. 4. Sit erect, shoulders back, arms hanging by side. 5. Head resting on right hand, with right elbow on desk. 6. Head resting on left hand, with left elbow on desk. 7. Head on both hands, with both elbows on desk. 8. Head on both hands, with both hands on desk. 9. Sit erect, shoulders down, elbows back as far as possible, forearm horizontal, hands tightly closed. 10. Right arm thrown forcibly in front and back to 9 three times. 11. Left arm the same. 12. Both arms the same. 13. Arms thrown forcibly in front, alternately, and back to 9, three times each. 14. Both arms extended horizontally and parallel in front. 15. Twist arms as in boring with gimlet, hands tightly closed, three times. 16. Open and close hands three times. 17. Strike hands together three times. 18. Arms in front, forearm perpendicular, upper arm horizontal. 19. Right arm perpendicular and back to 18, three times. 20. Left arm the same. 21. Both arms the same. 22. Arms alternately the same, three times each. 23. Both arms perpendicular. 24. Twist arms as in 15, arms perpendicular. 25. Same as 16. 26. Hands together over head three times. 27. Hands one upon the other on top of head. 28. Right arm up sidewise at an angle of 45° and back to 27, three times. 29. Left arm the same. 30. Both arms the same. 31. Arms alternately the same. 32. Both arms extended at an angle of 45°. 33. Snap fingers three times. 34. Strike hands together over head three times. 35. Same as 1. 36. Same position, right face. 37. Stand.

The pupil is now ready for standing positions, or for a march.

Mason's Gymnastics.

SELECTIONS.—To be committed to memory by a whole school, for concert recitation.

A sense of an earnest will

To help the lowly living,

A terrible heart-thrill

If you have no power of giving ;

An arm of aid to the weak,

A friendly hand to the friendless ;

Kind words, so short to speak,

But whose echo is endless —

The world is wide ; these things are small ;

They may be nothing, but they are — ALL.

*The Way to be Happy.*—

A hermit there was, who lived at a grot,

And the way to be happy they said he had got.

As I wanted to learn it, I went to his cell ;

And this answer he gave, when I asked him to tell :

"T is being, and doing, and having, that make  
 All the pleasures and pains of which mortals partake :  
 To *be* what God pleases, to *do* a man's best,  
 To *have* a good heart, is the way to be blest."

We scatter seeds with careless hand,  
 And dream we ne'er shall see them more ;  
 But for a thousand years  
 Their fruit appears,  
 In weeds that mar the land,  
 Or healthful store.

The following is a literal copy of a letter received by a commission house in Chicago. We present it as a good exercise in composition, use of capitals, punctuation, and orthography :

McHENRY March 9 '63

gemleman sir	I sent 1 brerl of Eggs	1.21 Doz
	" " 1 Berl of Butter	109 "
	" " 3 Baks Raks	164 lb
	one Baks of onians	43 "

Place sent the Baks Bak the Raks Baks also

L, B——

Place sent account of Sale emititly

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## OFFICIAL DEPARTMENT.

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DEPARTMENT OF PUBLIC INSTRUCTION, }  
 Springfield, Ill., May 21, 1863. }

### TEACHERS' CERTIFICATES—THEIR RENEWAL.

Our state has a licensed teachership, and our common-school law recognizes no other. "School Commissioners shall be authorized to issue three grades of teachers' certificates, viz: *First Grade*—valid in the county for two years; *Second Grade*—valid in the county for one year; *Third Grade*—valid in a given district only, for six months. The Commissioner may renew such certificate at its expiration, by indorsement thereon, and he may revoke the same for gross immorality, incompetency, or other adequate cause." Provision is also made for the issuing of state certificates by the Superintendent of Public Instruction to "such persons as may be found worthy to receive the same," and for the revocation of said state certificates, upon proof that the holder has become guilty of immoral or unprofessional conduct. The authority conferred upon and exercised by teachers of common schools in this state is, then, of the nature of a license. "A



license is simply the legal permission to do something which, without such license, would have been unlawful." In conferring license upon one to teach a common school, under our free-school law, the state gives such one permission to do something which, without such permission, it would be unlawful to do. For the very reason that this is the *law*, it would be as unlawful for one to teach a common school in this state without a license as it would be for him to plead in the courts, or vend merchandise, or do any thing else that is not to be done without license. The entrance into the teachership is barred, and doubly barred, by inflexible statute and reiterated decisions of the courts; and it is now fairly understood that no one can teach a common school in this state, and participate in the benefits of the public fund, who shall not, *before commencing to teach*, satisfy the officers of schools that he is in possession of a license to teach. And the law will be satisfied with no other evidence than the certificate itself, duly issued by the proper officer, and accrediting the holder as a person of worth and qualification to teach. The law, interpreted, says, No one shall teach a common school who is not a good and qualified teacher. But to *know* that he is a good and qualified teacher he must be examined. That he may be examined, an examining officer is commissioned in every county. The examining officer, being satisfied that he is a good and qualified teacher, may license him to teach. The written license, thus obtained, is the only and sufficient evidence that he is a good and qualified teacher. Upon such evidence directors may employ him. Upon such evidence directors may certify his schedule. But without such evidence directors can do neither. Without a license in possession, *and of present validity*, the law recognizes neither the man, nor his claims, nor his work. There is no recognition of himself as a *teacher*, no recognition of his *claims* as a beneficiary of the public fund, no recognition of his *school* as a legal school.

In this view of the law, it will be seen that the renewal of certificates is a matter of not less importance to teachers than their first procurement. Let it be supposed (and the case is as actual as hypothetical) that a certificate, valid and approved at the commencement of a school-term of six months, expires by limitation at the end of three months, being voided and remaining unrenewed. It is important to know what effect the invalidation of the certificate will have upon the teacher and the school, and the probable legal consequences which may be anticipated.

*As to the school*, it is essentially required that it be 'conducted according to law'. But it has been decided, and reaffirmed, that a school taught by a person having no certificate is *not* conducted according to

law—'is not a public school within the meaning of the Act'. Then the disfranchisement of the school follows, since none but a 'public school', a school 'conducted according to law', can share in the semi-annual dividends; and the district in which such school is taught is liable to suffer the deprivation of its most material pecuniary support. But how would this disfranchisement follow as a possible consequence of the non-renewal of the teacher's license? The law governing the apportionment of the public fund to school-districts disallows the claims of any in which a legal school has not been kept for six months during the school-year for which such apportionment is made. But a school can not be a legal school unless it has been legally kept. It can not have been legally kept if, for one-half the term, it was taught by one whom the law does not recognize as a teacher. From the very day of the expiration of his license he ceased to be a teacher, in the view of the law. From that day the law will no sooner recognize his character or his claims (as to the legality of his school) than the character and claims of any other *unlicensed* person who might stand in his place. If it be suggested that the teacher has certain contract rights which the law will respect, I only say, now, that it is the *legal* and not the *contract* relation which the teacher holds to the school which is now being considered; to the latter I will come presently. The legality of the school depends essentially upon the legal qualification of the teacher. That legal qualification implies the possession of a license to teach. So soon, therefore, as he becomes dispossessed of that license by the expiration of its tenure, he is divested of all legal qualification as a teacher; and as long thereafter as he teaches he teaches *illegally*, and a school thus *illegally* taught would neither be adjudged a *legal* school nor a legitimate claimant upon the public fund. The fact that the contingency might have been avoided; that the law anticipated and provided against it, by authorizing a renewal of the license; that such renewal was not obtained, or even asked for,—would seem to render the teacher excuseless, and implicate him principally in a wrong from which many would suffer.

*As to the teacher*, the neglect or refusal to obtain a renewal of his license might be followed by serious consequences. It may be presumed that, like another, he has 'respect unto the recompense of reward'. It is too true, also, that, like Moses, his expectations are sustained principally 'by faith'—accepting the Pauline definition of this buoyant grace, as the 'substance of things hoped for, the evidence of things not seen'. It is of some importance to know how the teacher's wages would probably be affected by the expiration and non-renewal of his license in the midst of school-term. Wages depend upon cou-

tract, it is true; but then contract depends upon law. If the law, with respect to certain contracts, specifies certain conditions upon which they must be based, a non-observance of these conditions vitiates the contract. The law specifies to the teacher, as a condition precedent to contracting with directors, that he shall exhibit a certificate of qualification. If a contract be formed in disregard of that condition, it is invalid, and the teacher can not recover under it. Again, when a contract has been legally entered into, and ratified, if either party incapacitates himself for the performance of the stipulated service, such incapacity will release the other party from the obligations of the contract. (See *Freeman's Digest*, vol. i, p. 507.) If a teacher exhibits to his employers a certificate of qualification before he is engaged to teach, and enters into contract to teach a six-months *legal* school, and at the end of three months incapacitates himself to teach a *legal* school longer (which he does by failing to renew his certificate), his employers are released from the obligations of the contract.

But let us turn to the School-Law. Section 53 requires the teacher to complete his schedule as soon as may be after the close of his school, and to deliver it to the directors, who shall certify to its correctness (if upon examination it be found correct), and also that the teacher "*is in possession of a certificate of qualification,*" etc. Money can not be paid out upon a schedule till it be filed. It can not be filed till it be certified to. *Can it be certified to under such circumstances? Can the directors certify that such teacher is in possession of a certificate when he is not in possession of a certificate?* But if the directors should ignore or defy the law, and attach their official certificate to the schedule, would this secure its payment? Not certainly; for if the treasurer be apprised of the facts, and discharge his duty, he will withhold payment, at least until a legal investigation shall be had and a decision of court shall further instruct him; and it is confidently believed that such decision would be adverse to the claims of the teacher and fatal to the recovery of his wages.

It is believed that the opinions herein expressed are sound, and that they are sustained by the sanctions of the law. At any rate, it is unnecessary that teachers should incur any risk of loss, or any needless delay in the collection of their wages. It is easy for them to obtain a renewal of their certificates when they have become void by age; and a failure to comply with the law in this respect may be attended with an inconvenience and trouble ten-fold greater than a renewal of their license would involve. Let every teacher of a common school see to it that he has *always* in possession a *live* certificate.

JOHN P. BROOKS, Sup't Pub. Inst.

## M A T H E M A T I C A L .

SOLUTIONS.—47. The cistern is in the form of a frustum of a cone. Its volume is found by *multiplying the areas of the ends together, extracting the square root of the product, adding to this root the two areas, and multiplying the sum by one-third of the altitude.*  $8 \times 8 \times .7854 = 50.2656$  ft., the area of the upper base.  $4 \times 4 \times .7854 = 12.5664$  ft., the area of the lower base.  $50.2656 \times 12.5664 = 631.6576$ ;  $\sqrt{631.6576} = 25.1129$ ;  $(25.1129 + 50.2656 + 12.5664)2 = 175.8898$  feet,  $= 303937.5744$  cubic inches, the contents of the cistern. The family uses 55 gallons,  $= 12705$  cubic inches, per week, and the water will last as many days as 12705 is contained times in 303937.5744,  $= 24$  days, nearly.

J. W. O.

49.

$$\begin{array}{l}
 3\frac{3}{5} \\
 \hline
 13\frac{6}{10} = \frac{39}{10} \times \frac{1}{13} \dots\dots \\
 \hline
 6\frac{2}{3} \\
 \hline
 4\frac{3}{7} \\
 \hline
 \frac{3}{4} = \frac{20}{3} \times \frac{9}{50} \times \frac{4}{3} \\
 \hline
 2\frac{3}{11} \\
 \hline
 11\frac{2}{3} = \frac{25}{11} \times \frac{3}{35} \times \frac{3}{4} \\
 \hline
 \frac{3}{4} \\
 \hline
 \frac{7}{11} = \frac{7}{11} \dots\dots\dots
 \end{array}
 \left. \begin{array}{l} \\ \\ \\ \\ \\ \\ \\ \end{array} \right\} = \frac{39}{10} \times \frac{1}{13} \times \frac{3}{20} \times \frac{50}{9} \times \frac{3}{4} \left. \begin{array}{l} \\ \\ \\ \\ \end{array} \right\} = \frac{49}{60} \text{ Ans.}$$

XXVI (October). The solution of this problem in the January number was incorrect.

This is most readily solved by proportion: hence, 1st,  $60 : 72 :: 44$   $x = .528$ , barter price of the cotton cloth. 2d, Since B demanded \$400 in cash,  $\$400 \div 44$  (cash price of the cotton)  $= 909\frac{1}{11}$  yds. Then  $3610$  yds.  $- 909\frac{1}{11} = 2690\frac{10}{11}$ , which at the barter price will cost  $2690\frac{10}{11} \times .528 = \$1418.981$ . Then  $\$1418.981 \div 72$  (barter price of silk)  $= 1970.8$  yards.

M. V. B. S.

M. S. H. wishes to know whether the fraction  $\frac{1}{21}$  should be read *one twenty-one, one twenty-oneth, or one twenty-first.* Will some one answer her?

PROBLEMS.—50. A square field is surrounded by a rail-fence ten rails high, and contains as many acres as there are rails in the fence. Allowing two rail-lengths to every rod of fence, how many acres are there in the field?

N.

51. A board whose surface contains  $49\frac{5}{8}$  square feet is  $1\frac{1}{2}$  inches thick. What will be the length of a side of a cubical box made from it?

ΔI.

52. A and B have \$2820:  $\frac{3}{5}$  of A's money is \$276 more than  $\frac{2}{3}$  of B's. What sum has each? Arithmetical solution required. A. K. A.



## EDITORS' TABLE.

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### EDITORS' CHAIR.

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**ANOTHER MATT WARD AFFAIR.**—The county of Kent, Maryland, was thrown into a state of excitement on Tuesday, the 13th inst., by the fact that a gentleman by the name of Wood had come to his death by a pistol in the hands of a schoolmaster named Perkins. The facts, as we have received them, are these: Perkins having previously had occasion to correct a son of Wood's, the latter swore vengeance, and accordingly attacked the teacher as he was sitting upon a fence near the school-house, on Tuesday morning, striking him violently over the head with a club, and then knocking him down. Perkins at once drew a pistol and shot him twice, killing him instantly.

After the commission of the deed, the perpetrator gave himself up quietly to the proper authorities; but the affair has caused a stir which has not been known there for many a year.

The above, from a contemporary, has filled us with great surprise and astonishment. It is, however, under a wrong caption. In the Matt Ward affair it was only a schoolmaster killed by a gentleman: in this the case is reversed; the 'gentleman' is killed by a schoolmaster, which is an affair of altogether more importance. No doubt this killing caused a great stir in the community: it should do so, since it was such an unheard-of outrage—a gentleman killed by a schoolmaster. We fear that in these days of 'muscular Christianity' the teachers will forget that they are only permitted to strike children, and then only when their fathers are not 'gentlemen'. In this case the outrage upon Mr. Wood was greatly aggravated by the fact that he was taken by surprise. He evidently did not dream of violence at the hands of Mr. Perkins, who, when sitting on the fence, was admonished of his indiscretion in punishing the boy by an application of fence-rail. It is evident that Perkins took the advantage of Wood, and in stead of offering the other cheek, as Mr. Wood, being a gentleman, no doubt expected him to do, or at least returning 'railing for railing', as an impetuous man, not a schoolmaster, might have done, he at once drew a deadly weapon; and, very likely much to the astonishment and mortification of Mr. Wood, shot him twice, which shooting resulted in his instant death. It is a sad thing to contemplate the growing demoralization of the times, when a gentleman can not correct the impudence of a schoolmaster by knocking him down with a rail without getting shot for it. We hope that gentlemen who may have little difficulties with schoolmasters—such as knocking them down—will, like the Hon. Mr. Brooks, of South Carolina, of blessed memory, provide themselves not only with a rail or gutta-percha cane, but also with a 'repeater' in their pocket, to avoid a miscarriage.

**THE NATIONAL TEACHERS' ASSOCIATION.**—The meeting of this body, which was to have been held in Chicago, in August, 1861, was postponed by the President, with the advice and consent of the committees of arrangement, it having become apparent that in consequence of the war excitement a successful meeting could not be secured at that time.

We have conferred with several prominent Western educators, and the unanimous opinion is that, so far at least as the West is concerned, no reason exists

why the meeting should not be held in August next. Our State meetings were never so large or so enthusiastic as the last, and we feel confident that such would be the character of a National Meeting this fall.

Messrs. Philbrick, of Boston, Cruikshank, of Albany, and Wells, of Chicago, constitute the Committee of Arrangements. We know that Mr. Wells is quite anxious that the meeting should be held. What say the other members of the committee?

Mr. Charles Northend, who was lately in this city, fully coincides with the opinions herein expressed. B.

**AGRICULTURAL COLLEGES.**—Under the act donating lands to the several states and territories for the establishment of agricultural colleges, the following states have accepted the conditions in the order named:

1. Iowa — To select land within her own limits; 2. Rhode Island — To locate with scrip; 3. Minnesota — To select within her own limits; 4. Kansas — To select within her own limits; 5. Illinois — Part selection, part scrip; 6. New York — Scrip; 7. Kentucky — Scrip; 8. Vermont — Scrip; 9. Wisconsin — To select within her own limits; 10. Pennsylvania — Scrip.

Thirty-five thousand pieces of scrip of one quarter-section (160 acres) each, will be issued to these states at once.

We published recently a brief statement of the occupation of these land-grants by sundry states, but several have since accepted the conditions of the act, and and we therefore repeat the list, bringing it down to the latest date. It is observable that Ohio and Indiana stand almost alone in thus far neglecting this important opportunity. Do their farmers want no Agricultural Colleges?

Chicago Tribune.

**POETRY.**—W. W., of Wyandot, will excuse us for not appreciating the verses. If he has any suggestions to make upon the subject, in the way of fair, honest criticism, we will publish them; but we do not intend that the *Teacher* shall be a vehicle for the delivery of squibs, either in prose or verse.

**A GOOD STATE TO EMIGRATE FROM.**—Among the leading educators of Massachusetts of the past quarter of a century are the following, who are natives of the State of New Hampshire, or graduates of Dartmouth, viz: B. D. Emerson, Frederic Emerson, Nath. D. Gould, A. A. Gould, Benjamin Greenleaf, Abraham Andrews, Cornelius Walker, Joseph E. Worcester, John Price, H. K. Oliver, Warren Burton, Joel Parker, Thomas Sherwin, Oliver Carlton, C. C. Chase, Alpheus Crosby, Calvin Cutter, Samuel H. Taylor, John D. Philbrick, Caleb Emery, A. J. Phipps, W. H. Long, E. H. Barstow, C. A. Morrill, A. L. Perry, Q. A. Gilmore, J. P. Averill, J. C. Dore, S. W. Mason, W. C. Todd, Sanborn Tenney, and many others younger or less known, but highly appreciated in their places. Others there may be omitted by mistake. The excellent female teachers that abound in the Old Bay State who hail from our Granite State are far too numerous to mention. Let not the tree boast itself against the branches!

We publish the above, taken from the December No. of the *New-Hampshire Journal of Education*. It seems a sad thing that the glory of a state should depart from it, leaving it only to be remembered as 'a good state to emigrate from'. The article appears to have a peculiar significance when taken in connection with the 9th resolution of a series passed by the State Teachers' Association, which is as follows: "The New-Hampshire Teachers' Association, believing in the continuance of the old-fashioned good manners, saying a hearty 'thank you' for favors, do render their most cordial thanks to P. B. Cogswell, publisher of the *New-Hampshire Journal of Education*, for the noble spirit of self-sacrifice with which he has for a long time published the *Journal* at a pecuniary loss to himself, which few publishers would endure." That is clever and polite,

to be sure; and after this kind recognition of the publisher's pecuniary loss they, by their committee, conclude that the *Journal* had better be discontinued. This is rather cool even for the White-Mountain State; and we are forced to believe with the Editor above that New Hampshire is 'a good state to emigrate from'.

"INTENTIONAL ERRORS IN RECITATION."—We have been favored with a brief article on the above theme from the pen of S. C., which we can not publish, as it is not carefully prepared. We would suggest that in writing for the public press S. C. should give his whole name and P. O. address, and should write, for the convenience of the printer, on only one side of his sheet.

If a school of twenty pupils is so demoralized as to indulge in making errors and blunders just for the fun of the thing, it is rather a hard case. Such a school requires careful management to bring it right. Indifference or willfulness in a whole school can only be the result of bad training, and can only be overcome by patient, persevering watchfulness and labor. Kindness and firmness, moral suasion and Solomon's suasion, may be necessary to infuse a better spirit into such a school. Such conversions can be made if the teacher be shrewd and patient, not expecting a reform in a day or a week, but hoping and working for it.

THE CRAIG MICROSCOPE.—This beautiful instrument, although of a high magnifying power, is so simple that a child can use it, for it requires no focal adjustment, and neither fatigues the eye nor wearies the patience, like other microscopes.

It has but one lens, and therefore requires no adjustment of focus. The lens is mounted in an India-rubber disc, at the upper end of either a brass or hard rubber tube; and the tube is provided with a mirror hung in an opening near its lower end, to reflect the light upward through its axis. It is also divided by a perforated diaphragm with a small hole through the centre, to prevent the interference of straggling rays. A slit is made through the tube just below the lens for the insertion of the object slides.

The instrument, from its low price (\$2.00), is within the reach of all, and from its simplicity is within the *ability* of all to use. Hitherto the microscope has been considered a thing to be used only by scientific men; as a thing too intricate to be understood, and too costly to be possessed by people of ordinary pursuits and attainments. But now these obstacles are removed, and the multitude may rejoice that in the invisible things of creation they are permitted to behold the wonderful works of God.

As a gift or present to a friend or child it is unsurpassed, being elegant, instructive, amusing, and cheap.

There is no other lens made like this. It magnifies about 100 diameters, or 10,000 times, and owing to its simplicity, it is invaluable for every one who is a lover of the beautiful things of nature; for it opens up an unseen kingdom to the view of the inquiring mind.

This beautiful instrument renders the blood, pus, and milk globules, and cancer cells, as well as the animalculæ of stagnant water, distinctly visible; shows the tubular structure of hair; the circulation of the blood in the web of a frog's foot; and opens up the minutiae of creation to the view of the astonished beholder. It furnishes an endless source of home amusement, and instruction to every one. Any child can use it, and no one, old or young, fails to be delighted with it. Every household should have it.

There is no humbug about this microscope. We know it will do every thing claimed for it, for we have tried it.

To aid in the study of Botany, a Botanic magnifying glass accompanies the instrument (price \$1.50 extra), and is used for looking at a whole flower, the other lens being of too high a power except for the petals and pollen. The two together make a fine outfit for a Botany student.

All proper objects can be used without special preparation, but mounted ob-

jects are quite desirable, especially for children, as they show plainly how the instrument is used and test its power. These are furnished for \$1.50 a dozen.

The proprietors, C. H. Wheeler & Co., Boston, will send the instrument put up in a neat box, by mail, postage paid, for \$2.25, or, with six mounted objects, \$3.00.

C. H. Wheeler & Co. are also agents for Dean & Munger's Slated Goods — slates, slate globes, and slate blackboards. Their goods are all nice — their slating being a real slate formation. We will speak more at length of these next month. B.

**PERSONAL.**— Mr. W. W. DAVIS, of Sterling, who has taught several years, with marked success, at Empire, has been called to take a situation in the schools at Dixon. Mr. D.'s prolific pen has frequently contributed to the pages of the *Teacher*, as well as to those of other periodicals. May he find as warm friends among his new patrons as those he has lately left. P.

MR. PHINNEY, of the Third-Ward School, Sterling, has taken charge of the school at Savannah.

We learn that Mr. J. D. PARKER, formerly Principal of the school at Sterling, Whiteside county, and more recently of the Chicago Theological Seminary, has been appointed to the charge of a congregation near Chicago. While we regret the loss of one to the corps of the teachers' profession who holds a professional diploma, we wish him the most abundant success in his new field of labor.

Will R. F. Y., of Marion, and a few others, please accept our apology for not answering letters concerning matters in which they were specially interested, and in which they neglected to inclose a postage-stamp? We do not like to be uncivil to any, and yet if a draft is made upon our time and paper, we think it rather overdrawn to expect postage too. 'A list of the best standard works of Grammar, Rhetoric, Philosophy, Botany, Arithmetic, and Chemistry', can be made up from the advertising pages of the *Illinois Teacher* in almost any of its numbers, to which we respectfully direct attention. There is scarcely a book advertised in the *Teacher* that may not with a good deal of safety be recommended to good teachers. Some are better in the estimation of some teachers than others; about such matters there is often a great diversity of opinion, so that it is of little value to any one to know the opinion of another. Each teacher to be successful must judge for himself.

**A DESIRABLE ACQUISITION.**— Dr. Dio Lewis, of world-wide reputation as a physical educator, has invented a book-holder which may be attached to a chair, desk, or table, for the purpose of holding a lexicon, or other heavy volume, thus enabling a student or other person to study and consult reference-books without leaving his chair.

We have not seen one, but think they must be a great acquisition; and we hope to be able by next month to speak concerning them from our own experience. The price is only one dollar. B.

**THE NEW GYMNASTICS.**— Dr. Lewis is at the head of the Normal Institute for Physical Education, incorporated in 1861, and located in Boston. Among the Professors we observe the name of the distinguished Dr. Walter Channing, who occupies the Chair of Hygiene.

At the last 'Commencement' Exercises, which were celebrated in Tremont Temple, J. D. Philbrick, Esq., Superintendent of the Schools of Boston, made a brief address in which he said

"But I will say here to-night that, notwithstanding what has been done by Bacon, Locke, Herbert Spencer, Horace Mann, and a host of others, there is no individual who has ever done so much for the diffusing of light on this subject, for awakening the hearts and minds of the people to the importance of physical education, and directing them in the right way of attaining it, as the gentleman who stands before you to-night — Dio Lewis."

On a previous occasion Mr. Philbrick said

"I rejoice, Mr. President, (D. B. Hagar, Esq.), that this institution has been es-



tablished in Boston. I trust that this will be the commencement of a new era, and that the system of Dr. Lewis will be introduced into all our schools."

Dr. Lewis has an excellent, common-sense article on 'Weak Lungs, and how to make them Strong', in the *Atlantic* for June, which is sure to find many appreciative readers in a country where there are so many weak lungs. He combats with energy the old, and even popular, notion that persons afflicted with lung complaints, which are the beginning of consumption, should be shut up in close rooms, take little or no exercise except in warm sunny days, and sleep in a room closely barricaded against what is called the 'chill, damp night air'.

He proclaims all these things rubbish — fosterers of the disease, and by no means helpers of it; advises and insists upon good eating and drinking, plenty of exercise in all weathers — taking care, only, that the patient is well clad — and sleeping not only with the windows open, but even on pine branches, in tents and in the open air. He points to the little birds; how they tuck their heads under their wings, going 'tastefully to rest', as Carlyle says, on the boughs of the trees, yet waking at sunrise, so healthy and well that they ca' n't help singing a song to God in the thankfulness of their full, religious hearts! And he claims that a bird's lungs are as delicate as a lady's, and yet no physician, to his or our knowledge, was ever called in to attend any case of aviary phthisis in the hospital of nature. He will have it, also, that a consumption is not a local disease, but a disease of the *system*, showing itself in the lungs, and makes some striking illustrations of his theory — which he says is nothing but a fact as demonstrable as the existence of New York or Boston.

He concludes his interesting and useful, as well as instructive disquisition, by giving us a series of diagrams designed to show how, and by what kind of gymnastic exercises, one may strengthen the walls and muscles of the chest, and make ample room for the free play of the lungs.

But, when we wrote our heading we intended simply to call the attention of our readers to the fact that the next session of Dr. Lewis's Normal Institute will commence in Boston on the 5th of July, and to express a hope that some of our Illinois teachers may find it desirable to spend their vacation attending the session. Dr. Lewis will be glad to send a full circular to any one who will address him, Box 10, Boston.

B.

LITERARY. John Foster Kirk, Prescott's accomplished assistant, has been writing a history of Charles the Bold, the hero of Scott's *Quentin Durward*. The second volume is already far advanced. Alger's 'Critical History of the Doctrine of a Future Life' is now finished. Mr. Ticknor has rewritten his 'History of Spanish Literature', which Ticknor & Fields will soon publish. Mr. Parton is engaged upon a 'Life of Franklin'. Edward Everett is still at work upon his great book on 'The Law of Nations'. Walker, Wise & Co. have in press a new edition of the 'Life and works of Margaret Fuller' (Marchioness Ossoli). George W. Childs, the well-known Philadelphia publisher, has brought out the *American Publishers' Circular and Literary Gazette*, and designs to make it a valuable medium of communication between publishers, authors, and readers.

Our Canadian neighbors are to have a monthly literary magazine of their own, which promises well. It is called the *British American*, and is printed at Toronto.

Baron Liebig will soon publish a new work on 'The Natural Laws of Husbandry', containing the results of his observations, experiments, and study, for the last fifteen years. Tennyson has completed two new poems, 'Boadicea', and 'Enoch the Fisherman'. Bishop Colenso's book has already called forth fifty works in reply, besides the various magazine articles which have been given to the subject. The Bible is certainly well defended. Five hundred of Spurgeon's sermons have been published.

George R. Lockwood, of New York, has recently published new editions of Audubon's 'Birds of America' and 'Quadrupeds of America'. These works, which, as originally published, were the most magnificent and costly books ever issued from the American press, are in these editions very much reduced in price. Audubon delineated the birds and quadrupeds of America, with pen and pencil, with a faithfulness which leaves nothing to be desired, and his work will probably

always be unique. The great naturalist spent nearly half a century in the tall grass of the prairies, in the forests, on the high midland mountains, by the shores of the ocean, and on the bosom of our vast bays, lakes, and rivers, searching for things hidden from all except the Indian hunter. His birds are represented in action, amid the scenes, or on the plants and trees most common to their habits, thus presenting an interesting study to the botanist. They are all carefully drawn, and colored according to nature. B.

*Department of Common Schools, Harrisburg, May, 1863.*

APPOINTMENT BY THE GOVERNOR.—C. R. Coburn, Esq., of Bradford county, to be Superintendent of Common Schools for three years from the first Monday of June, 1863, in place of Thos. H. Burrowes, whose term of office will then expire.

We learn from the above that the Hon. Thos. H. Burrowes, the able and efficient Superintendent of Schools in Pennsylvania, gives way to a successor. We do not know the cause of this change, but we hope that appointee, when he assumes the duties of the office, will bring to it the zeal, the energy, the prudence, and the perseverance, of his predecessor. Mr. Burrowes still continues in the editorial chair of the *Pennsylvania School Journal*, which he has occupied for eleven years.

WISE SCHOOL LAW.—The legislature of Pennsylvania included in its annual appropriation a provision to send a copy of the *Pennsylvania School Journal* to each Board of School Directors in the state, at the rate of one dollar per copy.

No doubt the efficiency manifested within a few years in school management in this state has arisen in a great degree from the fact that school directors, the executive officers of the system, were furnished with decisions upon the school law by the superintendent, with directions for their guidance, and with matter concerning education in general well calculated to enlarge their views in regard to their duties as citizens as well as directors. If men are elected to perform a difficult duty for the community, for which they receive no compensation, and frequently no thanks, it is as little as the state can do to furnish them such assistance as will enable them to perform the duties with the least embarrassment to themselves and the greatest advantage to the community.

The *Illinois Teacher* is the organ of the Department of Public Instruction, and should be sent by authority of law to every school board in Illinois. Such a law in this state would not only be of great service to those to whom are intrusted the direction and care of the schools, but it would do more good among the teachers: teachers could not afford to be without the teachers' organ when they knew the directors understood its value.

We hope our legislature will do something in this direction.

MR. CHARLES NORTHEED.—We had the pleasure of taking this gentleman by the hand and spending a pleasant hour with him during his recent visit to Chicago. We regret to be obliged to say, however, that either he did not find hospitable quarters, or he still retains the absurd notion regarding the healthfulness of the city, and was afraid of taking the fever-and-ague if he remained longer,—for he could not be persuaded to remain more than three days. He has seen enough, however, we trust, to induce him to visit us again soon. B.

PROF. C. D. WILBER'S GEOLOGICAL MAP OF ILLINOIS is almost ready for delivery. We have not seen the corrected copy, but from what we have seen, from what we know of the author, and his opportunities and facilities for making a map that will exhibit, in addition to the matter usually found, the geological features of the state, we shall be disappointed if it is not a 'good thing'. More about it next month.

MAINE NORMAL SCHOOLS.—We are gratified to learn that the legislature of the State of Maine, at its recent session, passed a law authorizing the establishment of two state institutions for the professional instruction of teachers. The provisions of the law seem to be wise and considerate. We hope our friends away down near sunrise may realize all that their fondest hopes have cherished in the organization and management of these schools.

AN ILLINOIS TEACHER IN DIXIE.—The First-District Girls' High School in New Orleans is conducted by Miss Cogswell, formerly assistant in the Scammon School, Chicago. The first of April was made memorable by the visit of the Board of Directors and the presentation of a flag, *our* flag, to the principal for the use of the institution. The *Era* (New Orleans) devoted two columns to a report of the exercises, which consisted of recitations, compositions, and songs, a majority of them highly patriotic in their character. Long may Miss Cogswell and her school flourish.

B.

STATUE OF HORACE MANN.—A letter from Rome to a lady in this country says "We visited this morning the studio of Miss Stebbins, to see the statue she has completed of Horace Mann. It is superb, and by universal consent is considered the finest statue in any studio now in Rome. It is eight feet high, and is richly draped with a cloak thrown loosely over the figure, which passes under the right extended arm, then over the breast and left shoulder, falling in rich, graceful folds down the back, then to the base of the statue. The left hand clasps a book against the breast, and upon the pedestal is a pile of books, which serve as a support to the figure, as well as to indicate the literary pursuits of the man. There are many personal friends of Horace Mann now in Rome, who pronounce the *likeness* most excellent. It will shortly be sent to Munich to be cast in bronze, and Boston will soon be enriched with one of the noblest modern statues that has ever left Rome."

NORMAL SCHOOLS.—Pennsylvania has three State Normal Schools in operation, with more coming.

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#### LOCAL INTELLIGENCE.

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POTNAM COUNTY TEACHERS' INSTITUTE.—It was our privilege to be present at the last meeting of this Institute, held at Hennepin, in the first week of April. The exercises began on the afternoon of Tuesday, the 7th, by a drill in Reading, conducted by Mr. Hewett, of the Normal University. On Tuesday evening a lecture entitled 'What For?' was read by the same gentleman. The main objects of the lecture were to show the importance, excellence, and necessity, of our Free Public School System, and to give some hints to the teachers, on points by which the efficiency of our schools might be increased. On Wednesday the Drill Exercises in Arithmetic, Geography, Grammar, and Word-Analysis, were conducted by Mr. Hewett, aided by Mr. Metcalf, also of the Normal School. On Tuesday evening a Social was held in the Court-House, at which Mr. Metcalf occupied a part of the time in a practical extemporaneous address. On Thursday Mr. Metcalf conducted the exercises alone; and on Friday the time was occupied by different members of the Institute. Friday evening closed the session, with an address from Mr. Edwards, President of the Normal University. The subject of the Address was 'System in the Organization and Conduct of Schools'. It abounded in practical hints both to teachers and citizens.

All the Drill Exercises were characterized by thoroughness, method, and a close attention to elementary principles. The participation of the members was earnest and hearty, and the Institute, for the time being, became, what an Institute should always be, a *wide-awake, working model school*.

The most unpleasant features of the occasion were the delay in commencing on Tuesday, and the tardiness with which the teachers arrived, some not making their appearance until Wednesday evening and Thursday morning. When will our Institutes acquire the habit of being on hand at precisely the time appointed, *with coats off and sleeves rolled up*, ready for the work? As it was, at least a third of the power expended was lost to the Institute.

On the whole, the attendance, considering the season of the year, was good, the members earnest and industrious, and the meeting a decided success. H.

KNOX COUNTY TEACHERS' ASSOCIATION held its semi-annual meeting at Wataga, April 9th, 10th, and 11th, 1863. At least one hundred and twenty-five teachers were present, most of them taking part, either as instructors or as pupils, in classes formed to illustrate methods of teaching. The District and Graded Schools, the High Schools and Colleges of the county were largely represented. The action was harmonious, and the attention good, while it was evident that all expected to be benefited by the Association. There were exercises in Mental and Written Arithmetic, Parsing and Analysis, Reading and Spelling, Geography and Map-Drawing; Essays on 'School Discipline', 'Method of Conducting Recitations', 'The English Language', 'Duties of the Pupil', 'Duties of the Teacher', and an address on the evening of the 9th on 'The Coal Formation', by Prof. A. Hurd. Music, Object-Lessons, and Physical Exercises, enlivened the hours.

The Association recommended for general adoption in the schools of the county 'Willson's Series of Readers'; 'Parker and Watson's Fifth Reader', for elocution exercises in the High Schools; 'Sanders's' or 'Parker and Watson's Spellers', to the exclusion of 'Webster's Elementary'; 'Fordyce A. Allen's Primary Geography', on the plan of object lessons; 'Samuel W. Mason's Manual of Gymnastic Exercises'; 'Sherwood's Speller'; a slate for every pupil, especially the younger ones.

The following were among the resolutions adopted unanimously:

That it is the imperative duty of teachers to attend the meetings of the Association, and that we recommend to Boards of Education and School Directors to inquire concerning such attendance.

That success is the best criterion of a good teacher, and that Directors should employ those who attain it, though at greater cost.

That it is the duty of all the teachers to inculcate patriotic principles and to encourage love of country, and that every attempt on the part of School Boards to repress exhibitions of loyal feelings toward our government, especially in this time of its peril, should meet with the disapprobation of all true-hearted educators.

That we request our County Commissioner not to grant certificates to those known to have disloyal sentiments.

Association adjourned to meet next fall at Oneida.

M. L. COMSTOCK, Sec.

J. V. N. STANDISH, Pres't.

McDONOUGH COUNTY.—We have received an address of the Commissioner of McDonough County, Mr. John Barge, to the people upon the subject of the Schools. The address is something in the form of a Report, and contains many good suggestions and much sound advice. It would be well that every commissioner in the state would set before the people of his county the condition of the schools, and offer such counsel for their benefit as they need. The people need education upon the subject as well as the teachers, and we know of no better way of giving them light than by the officers elected for the purpose. Let's have the Commissioners' Reports.

AGRICULTURAL COLLEGE.—The following gentlemen, connected with the Union State Agricultural Society, have addressed a circular to the friends of agriculture in the state upon the subject of a grant of land from Congress for the purpose of establishing a system of agricultural education:

J. A. Kennicott, Cook County.  
J. N. Brown, Sangamon County.  
Wm. S. Wait, Bond County.  
W. H. Van Epps, Lee County.  
S. B. Chandler, St. Clair County.  
L. Ellsworth, DuPage County.

A. B. McConnell, Sangamon County.  
B. G. Roots, Perry County.  
R. H. Holder, McLean County.  
E. H. Beebe, JoDaviess County.  
C. W. Webster, Marion County.  
J. P. Reynolds, Sangamon County.

For the purpose of providing for a proper disposition of the grant, they respectfully invite the friends of agriculture throughout the state to meet in convention at the rooms of the State Agricultural Society in Springfield, on Tuesday, June 23, 1863, to consider the subject and present their views to the legislature, which will then be in session.

CHICAGO.—The regular monthly Institute was held May 2. The exercises were: Music by fifteen members of the Normal Department of the High School:



the Paper, by the Jones School — Miss Trimingham, Editress; and a Lecture by Mr. Howland — subject, Classical Poetry. The section exercises were: 1. Reading, by Miss McLaren, illustrated by her class; and Book-Keeping, by Mr. Delano. 2. Map of Europe, by Miss Flagg. 3. Miscellaneous Topics, by Misses Nelson and Dean. 4. Parts of a House, by Miss Williams; and the Farmer and his Toils, by Miss Lundegreen. 5. Counting, by Miss Youse; and Parts of the Body, by Miss Williams.

T.

**CHICAGO REFORM SCHOOL.**—We have before us the 'Seventh Annual Report of the Board of Guardians of the Chicago Reform School to the Common Council of the City of Chicago, for the year ending March 31st, 1863', from which we condense the following summary, giving an interesting statement of the condition of this excellent institution for the past year:

**Total Number of Inmates.**—The total number of inmates received into the school since its opening, Nov. 30th, 1855, has been 711. On the 1st of April, 1862, there were 219 inmates, of whom, during the year, one has been discharged because improperly committed, four discharged by order of court, one returned as incorrigible, twenty escaped, and fifty-one honorably discharged, leaving at present 250 in the school. Of this number 172 are employed in the different work-departments, and seventy-eight are absent on monthly tickets of leave. Of those committed, ten confessed to grand larceny, forty-five to petit larceny, thirteen to vagrancy, eleven without homes, four to intemperance, seven to truancy, six uncontrollable, and one to arson.

**Nationality.**—The nationality of those committed is as follows:

Illinois, 28; Massachusetts, 1; New York, 18; Pennsylvania, 3; Michigan, 2; Ohio, 5; Indiana, 5; Maine, 2; Connecticut, 2; New Hampshire, 1; Wisconsin, 1; Louisiana, 2; Alabama, 1; Missouri, 1; Ireland, 5; Germany, 4; England, 7; Canada, 7; Unknown, 2.

**Parentage.**—Their parentage is as follows:

Irish, 47; German, 6; English, 15; Scotch, 2; French, 2; American, 20; Jew, 1; African, 3; Bohemian, 1.

The average age of those committed is twelve years; average number in connection with the School during the year, 274; average number engaged in departments of work on the premises, 173.

**What has been Done.**—In the laundry there have been washed and ironed 57,229 pieces.

In the knitting-room the boys have made 220 pairs of stockings, and repaired 2,171 pairs; also, picked hair for and filled 2,321 pillows.

The amount earned by the boys on work, aside from that required by themselves, is as follows:

In Knitting-room.....	\$267 64
Tailor Shop.....	198 95
Our Own Shoe Shop.....	201 43
Contract Shoe Shop.....	521 90
Farm-Cultivating Willows.....	30 00
Total.....	\$1,219 92

In addition to the mending, the boys have made, during the year, 142 pairs jackets, 466 pairs pants, 1,101 pairs suspenders, 90 caps, 516 shirts, 1,811 mattress ticks, 138 pillow-cases, 38 curtains, 53 aprons, 22 sheets, 104 pillow-slips, 119 towels, 11 spreads, 1,977 mosquito-nets, 240 pairs shoes, 9 pairs boots, besides doing a large amount of contract work.

**The Farm and Garden.**—The farm and garden, worked exclusively by the boys, have produced during the year as follows:

Potatoes, 359 bu.; peas, 12 bu.; navy beans, 32 bu.; carrots, 22 bu.; tomatoes, 16 bu.; cucumbers, 13 bu.; onions, 112 bu.; bush beans, 8 bu.; parsnips, 19 bu.; sweet corn, 28 bu.; beets, 26 bu.; turnips, 20 bu.; cabbage, 1,516 heads; pumpkins and squashes, 376; hay, 9 tons; pork, 1,364 lbs.; veal, 182 lbs.

**Receipts and Expenditures.**—The inventory of stores and furniture on hand, March 31st, 1863, shows property to the value of \$9,729.74.

The expenditures for the year have been as follows:

Provisions, \$5,132.65; clothing, \$2,173.36; household dry goods, \$708.03; furniture, \$2,458.51; officers' salaries, \$4,940.12; general expenses, \$4,604.13; improvements, \$13,363.31. Total, \$33,380.16. The receipts for the same time are \$1,816.52. The expense has been unusually heavy, owing to the destruction of one of the buildings by fire, and the erection of buildings for two divisions of the school.

From the Miscellaneous Report we gather the following interesting items:

**Additions to Library.**—We have also received 200 hymn-books from the Young Men's Christian Association; 100 copies of the 'Child at Home', from Tuthill King; 150 Testaments, from the Chicago Bible Society; and a Minie rifle from Rev. E. Anderson, taken from the rebels at the battle of Pea Ridge.

For our library we have received four volumes from Messrs. Tomlinson Brothers, eighteen volumes from Mrs. D. V. Shipman, and fifteen volumes from Flavel Moseley, Esq. We are also under obligations to the Illinois Central Railroad Company for cars furnished the School for conveyance to the city and back on the Fourth of July. All these favors have, while affording happiness and enjoyment to the boys, helped to convince them of the deep interest in their welfare which is felt by many of our citizens.

*The War Spirit.*—All through the progress of the war our boys have manifested a very patriotic spirit. Fifty-six that have been in connection with the schools are now in the army. With most of these we are in correspondence as frequently as their changing of localities will permit. Others, no doubt, are in the army whom we have not heard from. Of the fifty-six whom we know to have joined, four have been wounded in battle; others we fear, from the non-receipt of letters lately, have fallen on the field, though we have no direct information that such is the case. Many of them have been in the prominent battles of the country; some have been promoted, and one has lately been placed upon Roscrans's roll of honor.

*Teacher's Report.*—From the Report of the Teacher, J. F. Curtis, we condense the following: "Our School continues to be divided into three divisions, the pupils in the several divisions uniformly reciting to their respective teachers. The first division is composed of the most advanced pupils, who receive instruction in reading, writing, geography, history, mental and written arithmetic.

"In the second division the boys receive instruction in reading, orthography, writing, primary and intellectual arithmetic.

"The third division is composed of those boys who have acquired the least proficiency in their studies; and according to their attainment they are taught the alphabet, read in primer and first reader, and are taught writing or printing on slates."

*Sanitary Condition of the School.*—The report of the physician, J. P. Ross, M.D., gives the following cheering account of the sanitary condition of the School:

"During the year but few cases of severe disease occurred. The principal were two cases of pneumonia, one of pleurisy, one of congestion of the brain, four of typhoid fever, and one of dysentery; all of which, under medical treatment, recovered without accident. I am happy to report that no death occurred during the year.

"During the early part of the winter I carefully revaccinated all the boys, and although small-pox prevailed in the vicinity, none appeared in the school. There have been no epidemic or contagious diseases.

"The vigorous health which the School has enjoyed during the year is worthy of particular notice. This was mainly due to the care and watchfulness of your Superintendent in carrying out wise and efficient sanitary regulations in all the details of the boys' daily life. These efforts, under the Divine blessing, have been crowned with the most excellent results. I would congratulate the Board on what has been attained in a sanitary point of view. It is a fact worthy to be recorded, that but one of the inmates of the school has died in the past three years."

Chicago Daily Tribune.

REV. O. L. BARLER'S MATHEMATICAL AND CLASSICAL INSTITUTE, Chester, Illinois, was enlivened by a very entertaining exhibition, consisting of Declamations, Orations, Compositions, Dialogues, and Music, on Friday, the 27th of February.

It would have been very agreeable to us to have published a brief, well-written notice of this pleasant meeting, if it could have been sent us at the *right time*. We want educational news; we wish our friends to furnish it, and not to send us merely a programme of exercises, without any filling-up.

We are pleased to learn that Mr. Barler's school is successful, prosperous. We would be pleased to make his acquaintance when he visits Rock Island. We have doubts whether the proposition he makes can be realized.

EDWIN PARK AND OTHERS, DECATUR. — Your resolutions of respect and condolence were received two months after date, having been sent to 'The Editor *Illinois Teacher*, Bloomington, Ill.' It was accidental that we received them at all. Having published one set of resolutions on the same subject, it is not necessary at this late day to repeat them. Ed.

THE ILLINOIS STATE NATURAL-HISTORY SOCIETY will hold its regular Annual Meeting at Bloomington, on the 24th of June, 1863. It will continue in session two days. Some interesting matters will be brought before it, and valuable papers will be read.

SITUATION WANTED.—Mr. J. H. Burnham, a graduate of the Illinois Normal University, desires a situation as principal of a graded school.

Mr. Burnham graduated in 1861, entered the army with the Normal Company, and resigned the captaincy of that company this spring on account of ill health. While in the Normal he acted as pupil-teacher, and was Principal of the Model School one term. He may be addressed for the present at Elgin, Illinois.

MARRIED.—In Chicago, April 19, by Rev. Dr. Clarkson, JOHN J. McWILLIAMS, of the 61st Regiment Illinois V. M., and Miss MARY ALICE WILMANS, of the Ogden School.

'None but the brave deserve the fair'.

T.

## NOTES AND QUERIES.

ANSWERS.—*Query 7.* "Give him a Rowland for his Oliver." This proverb, *in terminis*, is modern, and owes its rise to the *Cavaliers* in the time of the civil wars in England, given to the anti-monarchical party by way of rebuff, because the brave General George Monk, Earl of Albemarle, had restored King Charles II to his crown and throne in A.D. 1660, for their Oliver Cromwell; but as to the matter of it, it seems to proceed from the ancient *Lex Talionis*, or law of retaliation — 'an eye for an eye, and a tooth for a tooth'.

There is a further explanation, which says that the children of the above-named king were very beautiful, though he himself was not; and that he was ludicrously called *Rawley*, alluding to a stallion of that name, which was the sire of very fine colts, though himself ill-favored. It is reported that the Earl of Rochester, John Wilmot, told his majesty, when asked, that this was the reason for that nickname.

JAKOBUS.

Roland and Oliver were semi-fabulous heroes — renowned French Knights. Roland was a nephew of Charlemagne, one of his twelve Paladins, and one of the most famous heroes of the chivalric romances of the middle ages. Oliver was also one of Charlemagne's Paladins. Though ardent rivals, they were bosom friends, and were so equally matched that it could not be determined which was the superior. They both were slain, after performing prodigies of valor, with the flower of the Frankish chivalry, on the memorable field of Roncesvalles. The phrase 'a Roland for an Oliver' is supposed to have originated in their generous rivalry and equal prowess.

Roncesvalles is a small hamlet in Navarre. It commands the entrance to one of the passes of the Pyrenees. Here Charlemagne was attacked A.D. 778, while returning from an invasion of Spain, and lost his whole rear-guard. Tradition has added so largely to the incidents of the battle that it is now very difficult to separate fact from fiction. The numerous local ballads and romances of the middle ages, in which are related on one side the exploits of the legendary Spanish hero Bernardo del Carpio, and on the other those of Roland, Oliver, and the other 'peers and paladins' of Charlemagne's court who fell in the encounter, have given a character to the place that history can not easily remove. A cleft in the highest part of the mountain-chain called the Brèche was, according to tradition, made by Roland with his sword Durandal. Through this pass the Black Prince led his army into Spain in 1387; and in July, 1813, Soult was forced from a strong position he had taken here by Wellington.

J. W. O.

*Query 9.* Ossian was a traditionary Scottish hero and bard, who is supposed to have flourished in the 2d or 3d century, and whose compositions were preserved for many ages among the Scotch and Irish peasantry. He is said to have survived his race, and, like Homer, to have died blind. His father Fingal was one of the most famous of the Celtic legendary heroes. Both are now, however, generally regarded as mythical personages.

The author of the poem referred to was probably James Macpherson, a Scottish author, born in 1738, died in 1796. While a private tutor he published a small volume entitled 'Fragments of Ancient Poetry, collected in the Highlands of Scotland', which purported to be a translation of ancient Celtic poetry. Its success was so great that a subscription was raised, and Macpherson made an extensive tour through the mainland and islands inhabited by the Gaelic race, and published in 1762, as the first result of his explorations, 'Fingal, an Ancient Epic Poem, in six books; together with several other Poems, composed by Ossian, the son of Fingal, translated from the Gaelic'; and in 1763 'Temora, in eight books, with other poems by Ossian'. So great was the success of 'Fingal' that it was read with avidity in Great Britain, and speedily translated into the principal European languages. Temora was, however, a failure. At the time of its publication a strong party arose which questioned the authenticity of the translations, and continued to the time of Macpherson's death, thirty-three years after,

to persecute him without mercy, demanding the publication of the original poems. He, however, maintained an obstinate silence, and died without publishing them, although he had repeatedly promised to prepare them for the press. They were published ten years afterward; but, as they were all in the handwriting of Macpherson or his amanuensis, there is but little doubt that he was their author. CATO.

QUERIES.—10. What refined modes of torture were used in ancient Persia?

11. What poet has expressed a sentiment similar to that of Burns in the lines

“Man’s inhumanity to man  
Makes countless thousands mourn.”?

D.

12. Does a locomotive press the track harder when in motion than when standing still? Does the weight of the train add to its pressure on the track?

D. B.

13. Pinneo says “*compound personal pronouns* are personal pronouns compounded with the word *self*.” He says also “they have no *possessive case*, and are used for *emphasis*.”

Will some one who knows tell us why they may not be declined with a *possessive*, thus,

SINGULAR.	PLURAL.	SINGULAR.	PLURAL.
Nom. Myself,	Nom. Ourselves,	Nom. Himself,	Nom. Themselves,
Poss. Myown,	Poss. Ourown,	Poss. Hisown,	Poss. Theirown,
Obj. Myself.	Obj. Ourselves.	Obj. Himself.	Obj. Themselves, etc.

Does not *own*, in the possessive, have the same office as *self* in the nominative and objective?

J. M. G.

PITHY SENTENCES.—The pleasantest world to live in is the world of ideas.

Much of the pleasure of life comes from its illusions. As, one by one, these depart, time kindly puts new ones in their places.

An illusion dissipated is an experience gained.

Without imagination man’s life is like a night without a moon to gild it.

Kindness is a language which the dumb can speak, and which the deaf can understand.

The exterior of a house expresses the fortune of its occupant; the interior his character.

C. N. BOVEE.

*Not Fate, but Skill.*—

Diving and finding no pearls in the sea,  
Blame not the ocean, the fault is in thee.

*Educate Thyself.*—

O square thyself for use; a stone that may  
Fit in the wall is not left in the way.

*The Haunt of Wisdom.*—

Seek truth from thought, and not from mouldy books, O fool!  
Look in the sky to find the moon, not in the pool.

ALGER’S Oriental Poetry.

#### NOTICES OF BOOKS, ETC.

A FIRST LATIN COURSE, COMPREHENDING GRAMMAR, DELECTUS, AND EXERCISE-BOOK.

By William Smith, LL.D., Author of ‘A Dictionary of Greek and Roman Antiquities’, ‘A Classical Dictionary’, etc. New York: Harper & Brothers. Chicago: S. C. Griggs & Co. 1863. 12mo. Pp. 187. Price 60 cents.

This is the first of a series of elementary Latin books in preparation by Dr. Smith. It contains Grammar, Delectus, and Exercise-Book, with vocabularies, and consequently presents in one book all that the pupil will require in his earlier study of the language. At the close are a few pages of continuous narrative, taken from Cæsar, in the exact words of the author, but with the complex sentences broken up, and the difficult parenthetical clauses omitted.



A second part, containing the rest of Cæsar and L'Homond's 'Viri Romæ', is in preparation, intended to furnish sufficient reading-matter to enable the pupil to enter upon the profitable study of Virgil. B.

SEA-KINGS AND NAVAL HEROES. A book for boys. By John G. Edgar. New York: Harper & Brothers. Chicago: S. C. Griggs & Co. 1863. 16mo. Pp. 421. Price 75 cents.

The propriety of directing the attention of boys to the achievements of men who have made their names known to history will not be questioned. Mr. Edgar, well known by his previous 'Books for Boys', gives here a series of twenty-one short biographical sketches of the principal naval commanders whose deeds have, during a thousand years, done so much toward giving Great Britain the place she holds in the family of nations. Beginning with Rollo, the Norman, and closing with Nelson and Collingwood, the author presents the prominent points in their career in a bold and vigorous manner. The book will be a favorite with those for whom it is designed. B.

MADGE, OR NIGHT AND MORNING. By H. G. B. New York: D. Appleton & Co. Chicago: S. C. Griggs & Co. 1863. 12mo. Pp. 407. Price \$1.00.

A good novel, belonging to a bad class, reminding us of the Lamplighter's stories. It is written in an exceedingly pure and graceful style, and is an earnest that the young author, whose first book this probably is, will some day make for herself a name. B.

THE STORY OF THE GUARD. By Jessie Benton Fremont. Boston: Ticknor & Fields. Chicago: S. C. Griggs & Co. 1 Vol. 16mo. Knapsack Edition. Paper, 50 cents; cloth, 75 cents.

A great call among the soldiers suggested this cheap edition of this popular book, which has already passed through six editions in its more costly form. It is well printed, and handsomely prepared in every way for army reading. B.

THE AMERICAN PUBLISHER'S CIRCULAR AND LITERARY GAZETTE. Philadelphia: Geo. W. Childs, publisher. Semi-monthly. Vol. I, No. 1. 8vo. Pp. 96. \$2 a year.

We have in the Circular what is designed to be a complete medium of communication between all who are interested in the purchase, sale, collecting and reading of books. The field is a wide one; and if we may judge of the future numbers by the first, for the appearance of which the publisher apologizes, the Circular will be a most welcome visitor to all who are brought into close contact with books. B.

THE UNION MONTHLY. Devoted to the Union of the nation, National Education, and the temporal and spiritual Health of the Army. Wm. M. Cornell, M.D., Editor. Published by J. W. Daughaday. \$1 per annum. Single numbers, 10 cents.

We are glad to see a publication of this character, which is established for the perpetuation of the Union, by the dissemination of the principles upon which it was founded. Its motto is 'Eternal vigilance is the price of liberty'; a great truth, which should be deeply impressed by teachers upon the children of the nation. Patriotism, like every other virtue, must be inculcated, illustrated, and enforced, or, like the rest, it will die out and be forgotten. 'We must educate'; and the knowledge of our institutions is a part of the education which our children must have if we would perpetuate them unimpaired. The Englishman's prayer is 'God save the Queen'. We must teach our children more earnestly and impressively '*God save the Commonwealth*'.

RHODE-ISLAND SCHOOLMASTER.—This journal comes to us in a new dress—bright, clear, and beautiful. We have looked upon it as one of the best and most welcome of our exchanges. The method of conducting the *Schoolmaster* is somewhat different from any of our exchanges, in having a corps of assistant editors, each of whom presides over a special department, and furnishes matter for it alone. Political Education, Literature, Natural Science, Didactics, Questions

for Examination, Grammar and Rhetoric, Reading and Writing, Moral Culture, Geology and Botany, School Discipline, Physical Education, Physiology, History, Languages, Geography, and Mathematics, have each a separate contributor. This division of labor has furnished a very readable monthly. The last number embraces articles on Penmanship, Psalm-Singing, the Bivouac (poetry), A Seal in Narragansett Bay, Lines to a Lobster, Questions for Written Exercises, and selected matter. The advertising department indicates a vigorous growth. We wish the *Schoolmaster* every thing that the best schoolmaster deserves — a prosperous life, a host of friends, and never-ending usefulness.

The *Atlantic Monthly* for June contains 'Weak Lungs, and How to make them Strong', by Dio Lewis, M.D.; 'Violet-Planting', and 'Spring at the Capital', by Mrs. Paul Akers; 'Paul Blecker', by the author of 'Life in the Iron-Mills'; 'The Hancock House, and its Founder', by Arthur Gilman; 'Why Thomas was Discharged', by George Arnold; 'Wet-Weather Work', by 'Ik Marvel'; 'The Member from Foxden'; 'Mountains and their Origin', by Agassiz; 'Camilla's Concert', by Gail Hamilton; and the conclusion of 'The Horrors of San Domingo', by John Weiss.

Begun in 1857, the *Atlantic Monthly* has now reached its sixty-eighth number. Its circulation increasing largely from the start has given it such a currency throughout the country as no other American magazine has ever acquired. Its faith in impartial Liberty as a principle, and its warfare against Despotism in every form, have made it a welcome visitor, far and wide, every month. It does not abate, in these our days of trial and battle, one jot of that firm belief in the brighter days to come which Right and Justice are sure always to win, but its future pages will show an increased activity in placing before the minds of the people an unflinching confidence in the power of the North to limit the existence of a rebellion founded in cruel injustice and oppression.

The July Number, which commences the twelfth volume, will contain such a list of contents as will entitle it to marked consideration. Nathaniel Hawthorne contributes 'Outside Glimpses of English Poverty', one of the most interesting of his admirable English Sketches. Oliver Wendell Holmes has written for it 'The Doings of a Sun-Beam'. Robert Dale Owen discusses 'The Claims of Labor or Service', and presents some new views for the study of the people of America. Gail Hamilton continues her popular 'Gala-Days'. Professor Agassiz offers another eloquent paper on Mountains. And many other articles, of equal value with the above, will be included in the forthcoming number. B.

*Harper's Magazine* for June contains 'The Indian Massacres and War of 1862', and 'The Quicksilver Mines of New Almaden', both illustrated; the regular installments of 'Rosemary', 'Romola', and 'The Small House at Allington'; with the usual number of shorter sketches and stories.

The June number enters upon a new volume, the twenty-seventh, and the publishers promise that this volume shall be in every way worthy the favor with which preceding ones have been received. They make the very liberal offer of supplying the whole twenty-six volumes, bound in cloth, for \$1.88 per volume, or \$48.88 for the set. They would be a valuable acquisition to any private, public or school library. B.

The *Continental* for June closes the third volume, and is, in all respects, a superior number. The contents are: 'The Value of the Union', by W. H. Muller; 'A Merchant's Story', by Edmund Kirke; 'May Morning'; 'The Navy of the United States'; 'Three Modern Romances'; 'Mill on Liberty', by Hon. F. P. Stanton; 'Cloud and Sunshine'; 'Is there Any thing in it?'; 'The Confederation and the Nation', by Edward Carey; 'Reason, Rhyme, and Rhythm', by Mrs. Martha Walker Cook; 'The Buccaneers of America', by W. L. Stone; 'Virginia'; 'Visit to the National Academy'; 'Was He Successful?', by Richard B. Kimball; 'How Mr. Lincoln became an Abolitionist', by S. B. Gookins; 'Cost of a Trip to Europe, and How to go Cheaply'; 'Touching the Soul', by Lieut. Egbert Phelps (19th Infantry, U.S.A.); and the 'Literary Notices' and 'Editor's Table'.

The July number will contain articles by the Hon. Robert J. Walker, written in England. B.

# ILLINOIS TEACHER.

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VOLUME IX.

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NUMBER 7.

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## F A L S E S Y N T A X .

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MR. EDITOR : I send the following examples of false syntax, which are of daily occurrence in school and upon the street, thinking that perhaps it may be as convenient to other teachers as myself to have them in this form. It is my practice—and should, I think, be that of every teacher—to make my teaching in grammar as practical as possible, by directing the attention of pupils every day to the application of the rules of grammar to their language in recitation or conversation. To this end, an error in syntax must never be permitted to pass unnoticed by the teacher, let the circumstances be what they may,—whether the pupil is engaged in recitation in *any* study, or in conversation on *any* subject, an error in language must not pass uncorrected, and not corrected merely, but the grammatical principle applicable in the case must be cited. It is only by constant repetition and drill in this manner that the misuse of language, either in pronunciation or syntax, can be corrected.

To familiarize pupils with the rules for the correction of false syntax, I have found it necessary to make an almost daily exercise of several minutes for the correction of those errors, chiefly, which are of most frequent occurrence. In order to do this *rapidly and efficiently*, the following list was prepared. It is not pretended that this list contains all the common errors in syntax; but with these before him, containing as it does one or more sentences illustrative of almost every principle of grammar commonly violated, other instances of the violation of the same principle will be readily suggested to the mind of the teacher.

Of course it would not be advisable to adhere to the same sentences in every review; but with these examples under his eye, the teacher

can easily frame other sentences involving the same errors as those here presented.

A.

1. In one pound there is twenty shillings.
2. John and Mary goes to school.
3. He has went home.
4. He ca' n't hardly do it.
5. This is the more preferable method.
6. He had ought to do it.
7. I had rather not do it.
8. Who did you see there ?
9. John or William go to school every day.
10. The river raised several inches to-day.
11. He had better not do it.
12. He said it was me that he saw.
13. I saw the man yesterday.
14. Which is the tallest, Mary, or Sarah ?
15. The tree was shook by the wind.
16. The well is ten foot deep. (Ten-foot pole.)
17. He done as I directed.
18. He set quite still.
19. Can John and me sit together ?
20. He did it hisself.
21. Pronouns must agree with its antecedent, etc.
22. Each scholar must sit in their own seat.
23. She learned her lesson good.
24. The dog ran in under (*nunder*) the cars.
25. Who did you see him with ?
26. Let John and I go out.
27. He laid on the grass.
28. The sun had rose before I was up.
29. He give me an apple.
30. He found him to home.
31. He come late to school.
32. The room was illy ventilated.
33. He learned me grammar.
34. He throwed a stone at the dog.
35. The horse was rode very hard.
36. He did not say nothing about it.
37. Make no more noise than you can help. (Make no noise that you can help.)
38. Make no more noise than possible.
39. I knew it to be he.
40. He dared not approach him.
41. The man was hung until he was dead.
42. The clothes were hanged upon the wall.
43. He has became a merchant.
44. He lived in the fartherest part of the city.
45. The farmers have not sowed their wheat yet.
46. It is impossible for it to be he.
47. Mary or Jane took their books.



48. The wind blowed very hard.
49. Neither him nor her shall go.
50. Did you see them men ?
51. Those kind of ribbons are pretty.
52. He has give him a book.
53. He was honest and industrious, and by this means prospered.
54. Has the boys gone yet ?
55. He has took the prize.
56. Each one must decide for themselves what to do.
57. How many kind of books have you ?
58. He has drunk the water.
59. William was better than any member of his class.
60. I took it to be she.
61. He het the water.
62. The boy dove to the bottom of the river.
63. The slate was broke.
64. He has began his work. He begun his work.
65. He was chose mayor.
66. He drawed a picture. He has drew a picture.
67. The horse was drove too fast.
68. The tree has fell.
69. The sheep were sheared.
70. He stoled some money.
71. They did it theirselves.
72. Where are you going to ?
73. Neither of the men were there.
74. I suppose it is him.
75. Where does he live at ?
76. He asked me for to go with him.
77. He did not think but what he could do it.
78. The horse, being drove too far, died.
79. The man was forsook by his friends.
80. The hen set on a dozen eggs.
81. The opinion is too universal to be corrected.
82. Every person should endeavor to improve themselves.
83. The colt was broke to harness.
84. He has eame.
85. The man, having fell, was hurt.
86. The army flew before the enemy.
87. The flying enemy.
88. The horse was shoed.
89. I was took for him.
90. He goes among every kind of persons.
91. She is the second who have done so.
92. Jane, as well as Anna and Mary, were there.
93. Every one of the boys were there.
94. I supposed it was her.
95. I supposed it to be she.
96. He desired to have come yesterday.
97. The man was raised in Pennsylvania. (Reared.)

98. I did not know but what he was there.
99. The man had laid in bed very late.
100. Who did John come with? I.
101. Who saw the man? Me.
102. The boy was drowned.
103. They sang the two last verses.
104. John is taller than me.

The sentences in parentheses are correct.

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#### PRACTICAL SUGGESTIONS TO TEACHERS.

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THE following excellent suggestions we reproduce from the Manual of the Board of School Officers for the Seventh Ward of the city of New York. They may be found of equal value in other localities:

1. To become a successful disciplinarian, vigilance, energy, discretion, firmness, and mildness, are the essential requirements.

2. To a pupil the teacher is the example, the pattern he imitates; hence the necessity for *continued* watchfulness on the part of the teacher. "*As is the teacher, so is the school*"; *so is the class*; therefore, he should, in the presence of his pupil, do nothing that he would not have him imitate. The pupil should not be censured for an offense similar, in whole or in part, to that which he sees committed by the teacher.

3. The teacher should first discipline *himself*; afterward his pupils.

4. Commence with setting an example of punctuality, neatness, and good taste in habits and dress — then, self-control.

5. Let every thing, on the part of both teacher and pupil, be done quietly and in order.

6. Order can be better obtained and secured by quiet and coolness on the part of the teacher than by impatience or excitement. True order is that which is maintained with the least effort by the teacher.

7. Study the character, disposition and peculiarities of your pupils; and, to a certain extent, adapt your course of discipline to them. The same result can not be accomplished from materials of different qualities, in the same time, and by precisely the same process.

8. Do not evince a suspecting disposition toward a pupil, and never *show* that you are *watching* him, expecting he will do wrong. Give him to feel that you place confidence in him, whether in your presence or absence.

9. *Respect the feelings of a pupil, and he will respect yours.*

10. Do not ridicule a pupil for any physical or other unavoidable defect, even dullness. Make allowance, rather. Make no reflections upon the circumstances of a pupil or his parents.

11. It is better to *request* than to *command*. A sensitive pupil accedes more readily when *asked* than when *ordered*.

12. Require only what is reasonable and necessary; then enforce your order to the letter. *Do not threaten your pupils.*

13. Be certain that your pupil *understands* your request; after that do not repeat it. Require *prompt* obedience.

14. The teacher should, when opportunity presents, direct his attention to the formation of right morals and proper principles of those under his charge. Learning, in the possession of an unprincipled person, is a dangerous weapon.

15. Let your arrangements and decisions be always conducted with a strict regard to impartiality, right, and equity.

16. Teachers should, before entering upon their duties for the day, be thoroughly conversant with the subject of each lesson. A teacher, while conducting a recitation, should never be obliged to refer to the book or map for the purpose of ascertaining whether or not the pupil is correct in his answer. Besides displaying a weakness on the part of the teacher, there arises in the mind of the pupil the query "Why should I study what the teacher does not know?"

The teacher should first be well acquainted with the true answer to every question, and the correct pronunciation of every word in the several lessons.

17. In hearing a lesson, give the pupil time to answer when it appears that he has the correct idea, and merely hesitates to find words to express himself; but when it is evident that he is ignorant of the answer, waiting is but a loss of time.

18. Be sure the pupils have gained *ideas*. Words without ideas clog rather than improve the mind.

19. In the class-room teachers should not confine the attention of the pupils exclusively to what is found in the books. 'Books are but helps' or instruments; and, while that which is contained in them should be judiciously used and thoroughly understood, yet, so far as time will permit, the teacher can, to advantage, introduce such matters as are not only valuable in themselves, but as will tend to impress the subject of the lesson more firmly upon the mind.

20. Be judicious and sparing in awarding credit or discredit marks; to be lavish would render them cheap and comparatively valueless.

21. Before reproving delinquents in lessons, first inquire whether or not they have studied, and if so, what effort has been made. Some

pupils may devote much time and labor to the acquirement of their lessons, and yet in the class-room be weak in recitation; and to denounce such would tend to *discourage* rather than *advance*.

22. When disorder is the result of the absence or inattention of the teacher, the pupil should not be reproved in proportion to the amount of wrong committed. A pupil should not be *tempted* to do wrong. Hence teachers should not, but when actually necessary, leave the class-rooms; and at the close of the day, not until all the pupils have been dismissed, and the rooms and furniture arranged in proper order.

23. Whether or not punishment is to be resorted to in maintaining order in a class-room depends, in nine cases out of ten, upon the mode of discipline and interest excited by the teacher; hence the unreasonableness of punishing or censuring a pupil for that which arises from a defect in the management by the teacher.

24. Never exhibit a quick temper or a fretful disposition; and by no means give way to *scolding*. Let any necessary rebuke be administered with determination, coolness, and becoming dignity.

25. Excessive or unreasonable corporal punishment is justly to be condemned; but abusive tongue-lashing, resorted to by some teachers, is infinitely worse. All such punishment as confinement in dark rooms, striking with the hand, pulling hair or ears, should be entirely abolished.

26. Encourage as *much* and reprove as *little* as possible. For the Assistant to appeal unnecessarily to the Principal in maintaining order in the class is a great mistake; for the pupil is thereby impressed with the idea that his teacher is *incompetent*, or he would manage without assistance. Pupils should not be sent to the Principal for reproof, except for absolute disobedience. All else being settled by the teacher *unaided* increases his authority, and secures for him the respect of the pupil. The reading of newspapers, pamphlets, or such like, *at any time* during school-hours, should be avoided. A faithful teacher finds no time for such employment.

27. Papers, nutshells, etc., should never be found in the class-room; they are indications not only of untidiness, but also of the failure to secure the attention and occupation of the scholars; for so long as they are well employed and interested they have neither time nor inclination for disorder in any form.

28. Teachers should not allow any thing but impossibilities to prevent their attendance at school; for when a teacher is absent, not only his class suffers, but the whole department is more or less embarrassed. Each teacher should arrive in time in the morning to receive his class before the opening of the school.

New-York Teacher.



## THE CHILD'S FIRST TERM AT SCHOOL.

IF some of the readers of the *Journal* feel disposed to think that the sentiments of this article are rather stale, I beg their indulgence, assuring them there are those to whom they will not thus appear.

There are periods in life seemingly of more importance than others; but what one is fraught with greater interest than that covered by the child's first term at school? Often, indeed, are tastes formed there that allure the child on through succeeding years, by pleasant paths, to that desirable boon, a well developed mind. Often, too, those little buddings of future growth are stifled there, and the fountains of the child's gushing heart are dried up. As our schools are, I fear that the latter is the case oftener than the former.

Without a desire to place prominently before the public a particular case, I think I shall be pardoned by those who recognize in it a familiar face, if it may conduce to the advancement of our educational interests. A few days since, in my school visitations, I heard a recitation which I shall try to describe. The class consisted of two girls about nine years of age; the text-book, McGuffey's Spelling-Book; the lesson, words of four or five syllables. The mode of recitation was as follows: The pupils in turn would name the letters composing a long word, and pronounce it something bearing but little resemblance to its correct pronunciation. The teacher then gave the pronunciation, and the pupil repeated. Thus: *Pupil*—t-r-a-n-q-u-i-l-l-i-t-y, tran'kil-ty. *Teacher*—tranquil'lity. *Pupil*—tranquil'lity. The time occupied was about ten minutes. Allowing four recitations each day, and the time daily employed by those pupils amounts to forty minutes—in doing what? Repeating the alphabet, and 'nothing more'. Not an idea was added to their stock—not a thought elicited from them.

The teacher pointed out with much satisfaction the many pages they had spelled, (?) and 'hoped to get through the book this term'. These children had never *tried* to read a short sentence containing an idea intelligible to them. They had never been taught and encouraged to print or write their lessons on the slate. In that school slates were the badges worn only by those who had 'spelled the spelling-book through'. Is not such instruction (punishment) calculated to kill mind, and render the school-room a terror to a child? This is not a solitary case, but many such are to be found.

I have told what the books, recitation, etc., of this class were; I am expected, of course, to suggest better ones.

BOOKS.—A small slate and a pencil are the first things to be placed in the hands of a child about to be sent to school. Horace Mann, in his remarks on European schools, says "I never saw a Prussian school, above an infant-school, in which any child was *unprovided with a slate and pencil*." Next to these, and at the same time, the pupil should have a little reading-book, containing a great many pictures of familiar objects and familiar scenes. The book should contain the names of these objects, and short sentences about them, expressive of ideas which the child already possesses.

RECITATION.—Teach words before letters. Children learn to call at sight the names of objects, such as dog, cat, etc., more readily than they do the names of letters. The reason is, the word contains an intelligible idea, the letter does not. The teacher has his little class of beginners before him; he talks to them pleasantly and childishly, till he has removed all doubting fears from them, then holds up some object, as a cap, and asks them what it is; what used for; what made of; what color, etc.: next, if possible, he shows them a *picture* of a cap, and talks about it: next, he prints, as neatly as possible, the word *cap* on the board, and tells them that the word is *cap*. He tells them that when they see that word they must think of a cap. He should at this recitation print the word on the board many times, inquiring of the class each time what it is. Continue to print till the word is familiar to all. At the first lesson but a single word should be taught; at subsequent lessons a little more may be added. When the pupil has learned a few words, the teacher may combine them into short sentences, and thus the pupil reads. Cards containing these words are of much assistance to the teacher. He may now get the pupils to search in their books or on their cards for the words which they have learned. Teach words first, but do not forget to teach the pupils very soon to spell every word. The teacher may adopt either the Phonic or the Alphabetic method, as he prefers.

EMPLOYMENT DURING RECITATIONS.—Print the word *cap* on the board, and teach the children to print it on their slates. Have them bring up their slates filled with the word. Encourage them in their rude efforts, and they will improve. A great many other nice things, such as object lessons, gymnastics, etc., might be intermingled; but, as this article had its origin in the knowledge of a positive *necessity*, I desire to make it practical to the teachers of our country schools. Hence I will not burden them with these. In many places strong prejudices exist in the minds of the people against any thing new. They seem to think that schools should *be* as they *were* 'forty years ago'. George B. Emerson wrote, several years ago, as follows: "A

better way of teaching children to read, much and carefully practiced of late, is to let the children learn *words first*, and afterward the letters of the alphabet of which they are made up. This is *Nature's* method. A child learns to know his mother's face before he knows the several features of which it is composed." Again let me quote from Horace Mann: "The practice of beginning with the name of the letters is founded upon the idea that it facilitates the combination of them into words. On the other hand, I believe that if two children of equal quickness and capacity are taken, one of whom can name every letter in the alphabet at sight, and the other does not know them from Chinese characters, the latter can be most easily taught to read; in other words, that the learning of the letters first is an absolute hindrance."

Ind. School Journal.

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#### S C H O O L P U N I S H M E N T .

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Is corporal punishment ever necessary in school? The children who attend our public schools enter them from a vast variety of homes in the state. From households where the widest diversity of parental influence prevails the children enter the school-room, where there must be uniformity. Some of the children have been indulged in every wish, flattered for the energies of their low propensities, trained to bad habits by vicious parental example or the corrupting influences of vile associates.

Now all these dispositions, which do not conflict with right more than with each other, as soon as they cross the threshold of the school-room must be made to obey the same general regulations and aim at the same results. In addition to these artificial varieties, there are natural differences of disposition. Without passing through any transition state the teachers and scholars meet each other in the school-room, where insubordination is to be repressed, order maintained, and knowledge acquired.

He, therefore, who denies the necessity of resorting to corporal punishment evidently affirms two things: First, that this great number of children, taken at all ages, and from all places and conditions, can be deterred from wrong and attracted to the right without punishment. Secondly, he asserts all the teachers employed to keep our schools, in the present condition of things, able to accomplish so glorious a work.

Neither of these propositions am I at present prepared to admit.

If there are extraordinary individuals so gifted with talent and the divine quality of love that they can win the affection, and, by controlling the heart, control children who have been addicted to lie, to cheat, to swear, to steal, and to fight, still I do not believe that five thousand individuals can be obtained in the state whose heavenly services can be obtained for this transforming work. And it is worse than useless to say that such a thing can be done immediately without the agents by whom it can be done.

One who affirms that a thing can be done without any reference to the persons who can do it must be thinking of miracles. If the position were that children *may be so* educated from their habits, and teachers *may be so* trained for their calling, as to supersede the necessity of corporal punishment, then I should have no doubt of the truth; but such a position may have reference to some future period, which we should strive to hasten but ought not to anticipate.

HORACE MANN.

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#### DUZENBURY IN SEARCH OF A SALARY.

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THE genealogy of the Duzenburys would not be interesting to the readers of the *Teacher*. I shall not publish it. A merciful writer is merciful to his readers. It is enough for me to say that I was born of poor but respectable parents. My father was a tinker; my mother was a house-maid. I do not blush. Neither of them, nor any of my ancestors, so far as I can learn, ever did any remarkable thing. No Duzenbury has been president or governor; no Duzenbury a judge on the bench or brigadier-general in the field. One of them did indeed purchase a second-hand copy of Blackstone and an old edition of the Revised Statutes, and hung out his shingle as an attorney; but his sudden departure for Texas, when Texas was the paradise of rogues and villains, prematurely ended all hopes of glory at the bar for the Duzenburys.

When the biographer of the Duzenbury now prominently before the public shall essay his difficult task, the facts in the case will be a sufficient warrant for saying that "the subject of this memoir early developed a taste for literary pursuits, which indicated future honor and distinction in the world of letters." He may refer to that pleasing incident in my babyhood when I chewed up my sister's primer, or to the fact that I taught the school in District No. 4 when I was only



seventeen years of age. I did both. In our village I was considered a remarkable scholar; and nothing but my great modesty prevents me from saying whether or not the public sentiment of our village needs revising.

The path to opulence, honor, and usefulness, opened itself to my excited imagination in the profession of a schoolmaster. I was young and unsophisticated then, and my aspirations may have been stupid and ill-advised. My father, naturally enough, was proud of me as a scholar, and proud of the success I had achieved as the teacher in District No. 4. He encouraged my aspirations, and even permitted me to board at home for nothing during the two years I studied at the academy in our village. With the money I earned in three winters I went to the Normal School, and in due time fledged, and came out a teacher—at least in my own estimation.

As this is mainly a financial article, I may as well say in passing that when I technically finished my education I owed Squire Green the sum of two hundred dollars, which he, with a confidence in me I could never apprehend, insisted upon advancing rather than have me leave school before I had 'larnt out', as he facetiously expressed it. Thus, burdened with this enormous debt, I graduated and went into the world to reap the reward to which I had so long looked forward. I believe I am as philanthropic as the majority of mankind. If I have never founded and endowed a charity-school or orphan-asylum, it was solely because I lacked the means of indulging in such stupendous benevolence. If the will is as good as the deed, I ought to be credited with at least half-a-dozen of each of these useful institutions. Yet, notwithstanding this necessarily suppressed philanthropic spirit—which I trust I mention with becoming modesty,—I never had the slightest intention of teaching school for nothing. I say it in all sincerity—which the reader has the right to expect of the writer—that I was, to some extent, influenced by what some poets and dreamy inditers of fiction have unadvisedly and in bad taste called 'filthy lucre'. Poets and other idealists may be above the matter-of-fact plane of financial vagaries. I am not. Though I am aware that this candid admission will sink me in the estimation of some who, for the want of better occupation, will read my poor page, yet my duty to the public imperatively demands the avowal. Duzenbury does not shrink.

To me the prime necessity of existence was a salary; and from that pregnant period when I emerged, like a pigweed on a compost heap, from the classic shades of the Normal School to the present time, I have had this important subject under serious consideration; and I add my name and fame to complete that glorious trio of earnest seek-

ers, of indefatigable searchers—Japhet in search of a father—Cœlebs in search of a wife—Duzenbury in search of a salary!

I was now fairly embarked on the great sea of life—to borrow a figure from my poetical friends who call money ‘filthy lucre’. In spite of my great modesty—before alluded to in this sketch,—I expected my services would be in demand; that the success I had aforetime achieved in District No. 4 would stimulate a stirring competition among prudential-committee men and local school-agents. But that unswerving candor which I have determined to use as a writer in all my intercourse with the public compels me to add that the fame of my exploits in our village seemed to travel on the back of a tortoise. The large towns and cities appeared to be profoundly ignorant of what had been accomplished, done, achieved, in District No. 4. I regarded that want of information as unpardonable, and I came to the conclusion that a man who had not heard of District No. 4 was not a suitable person to be placed on the prudential committee in any reputable city, town, or village. That was my opinion.

My mortification may be imagined, but not described or appreciated, when I found myself compelled to accept a situation in a small town, at the meagre pittance of twenty dollars a month for two and a half months. I could not pay my debt at this rate; I could not begin to collect a library, a favorite project in which I had for years indulged; I could not enlarge my information of men and things, of manners and customs, by travel; I could only pay the arrears of interest on my debt and purchase a modest suit of clothes, of which I stood very much in need.

Fortune was less chary of her bounty on the following spring, for, with humbled pride, I had laid aside my reasonable expectations of being sought for, and became a seeker for a situation. With due humiliation, I even condescended to fight for fortune with fortune’s chosen weapons. I engineered, I log-rolled, I made my best bows to the magnates of Pumpleton. I was even tempted to bribe the editor of the ‘Pumpleton Fire-Eater’ to insert a communication from our village, that some scintillations from the records of District No. 4 might illumine the darkened minds of the Pumpletonians; but I am thankful now that I resisted the temptation, and never soiled the ermine of my conscience by purchasing a puff. The contest was between an elderly gentleman and myself: it had been narrowed down to these limits by the skillful management of Squire Green, who wanted his money, and had influence in the place.

The situation was awarded to my competitor; but fortunately for me, however unfortunate it might have been for him, he was taken down

with rheumatic fever, and could not go out of the house for four months, and I was duly installed as his substitute. At the end of that time he had an offer to act as agent for a popular patent medicine, with a salary of fifty dollars more than Pumpleton could afford to pay. He accepted the offer, resigned his place, and left for the West on his "mission of mercy to the dyspeptics and consumptives of that progressive region"—I quote from his circular. I had the most exalted opinion of the wise forethought, the keen discrimination and the wonderful judgment of that man, which had conducted him to this judicious conclusion. No man could have come to a wiser decision; and I was proud of my race when I considered the philanthropic motives which induced him to resign his situation, and travel by railroad and steamboat over the stupendous avenues of the Great West, natural and artificial. He went.

I remained. My salary was three hundred and fifty dollars a year. It was more than I had ever received before, and I was satisfied. It seemed like a large sum; but, much as I had thought of salaries in general, and my own salary in particular, I am grieved to acknowledge that my ideas of the value of money were very indefinite. I spent too much; and from this premise we necessarily arrive at the conclusion that I saved too little. I tried to be a gentleman—not a fop nor a fool; and the consequence was that I came out at the end of the year about even, though I believe the balance was on the wrong side of the account. I am perfectly willing to exhibit my cash-book for the information of prudential agents and inquiring school-committee men. I do n't think I spent a dollar unreasonably. Perhaps my education had developed a taste for books, art, science, and literature, which I indiscreetly gratified. If it had, it was certainly a great misfortune to me; and I hereby caution all teachers to beware of a taste for books, and literature in general, for its indulgence costs money. It is true that a love of literature, of music, art, and refined society, helps to make up the requisites of a good teacher; but it costs money, and salaries do not encourage the use of such a luxury.

Squire Green got his interest that year, but nothing more. In view of the non-payment of the note I owed him, he kindly offered me some excellent advice on the folly and sin of spending money foolishly. He affectionately assured me that three hundred and fifty dollars was a large salary for a young man like me; it was more than he ever got; and I ought to save at least one-half of it. I ventured to hint that I had only indulged my fondness for literary pursuits to a very moderate extent, upon which he pool-pooched, and almost went into a passion. He declared that I had got my 'eddication', and he

did n't see what I wanted of any more books, or why I wished to attend 'lecters', and spend my money for such flummery.

Fortunately for me, as well as for Squire Green, my father had been progressive as well as his son, and actually became the possessor of a surplus of two hundred dollars, with which, in the unbounded generosity of his nature, or to silence the jeering tongue of my importunate creditor, he paid my note. Let me say here that, by the most persevering economy, I succeeded in discharging the obligation to my father in two years. I was free.

Believing then, as I still believe, that judicious traveling enlarges the understanding, I had the hardihood to spend my summer vacation in an excursion to New-York city and Niagara Falls—nature and art seen in one grand tour of observation. The consequences of this journey—though I know I am a wiser and a better man as well as a more competent teacher for it—were well-nigh fatal to me in a financial point of view. The expense, with other outlays for reasonable indulgences, made sad havoc with my exchequer. I was in debt again.

It made me melancholy; but I resolved to be prudent and wipe out my obligations. Reader, you never witnessed an earthquake. You never stood by and saw an eruption of Vesuvius. You never were at sea when the hurricane struck your ship and tore out her masts in the twinkling of an eye. You are teachers, and never beheld any of these stupendous convulsions of nature, and consequently you can not, for the want of a simile, understand my feelings at the regular March meeting in Pumpleton, when Squire Poppleton made a motion to reduce the salaries of the teachers to three hundred dollars a year. He supported his motion, duly seconded by Deacon Grabblewood, in an elaborate speech, in which he declared that the schools were "no better now than they were forty years ago." Schoolmasters were "gitt'n above their business." "One on 'em had been flourishing about the country clean to York State and Niagery Falls."

A retired merchant from Boston moved, as an amendment to the Squire's motion, that fifty dollars be added to the salary of the teacher. My heart flew out to him. I could have embraced him as a brother, as a Christian, as a philanthropist. He made a pretty speech about the dignity of the calling; said the profession was an honorable one, and that it ought to be a lucrative one; he did not want a teacher who was not fit for any thing else; he wanted a gentleman to instruct his children, not a boor who had failed in every thing else, and took up teaching as a last resort—one who had enlarged his mind by reading, study, and observation; he would not have a man to teach his children whom he would not trust to take care of his oxen; his high-



est earthly interest was in his sons and daughters, and no man who would afford to labor for less than three hundred and fifty dollars a year was fit to have charge of them.

It was a glorious speech. I was tempted to do some rash thing, so highly was I excited by the exceeding fitness of his remarks. Both the motion and the amendment failed, and my salary remained as before. I was more careful, paid my debts, and ever since have kept within my means. After the speech of the retired merchant from Boston, who had evidently seen better things than Pumbleton could show him, I became more than ever discontented with my salary. It was actually raised to four hundred dollars the following year, in spite of the wails of Squire Poppleton and the groans of Deacon Grabblewood. I think I should have managed very well, with the experience of former years to guide me, after the increase of my salary, if, in an ill-starred moment, I had not made the acquaintance of Florabel Myrtle. She was a beautiful girl; her eyes were ——, I beg your pardon, reader of the *Teacher*; you do not pay your dollar for that sort of matter.

The catastrophe is anticipated by my patient friends. Married! O no! Married? On four hundred dollars a year? Only in love — deeply, unmistakably, irremediably in love; but I might as well have been a monk in modern times, and Florabel a vestal in the Temple of the Sun, so far as matrimony was concerned. It was a forbidden luxury to me, at that moment.

I remained in Pumbleton two years longer; at the end of which time I was happily elected to a salary of six hundred dollars a year, in Spindleville. A year later I was married; boarded a year, and then, for obvious reasons, went to house-keeping. My salary was smaller than ever, and it has been growing smaller with every little Duzenbury that is ushered into this breathing world. I am still at Spindleville, laboring with all diligence and perseverance to keep my expenses within my income. I succeed; yet with what self-denial and sacrifice none but Mrs. Duzenbury and myself can ever know.

As this paper is intended to be of some practical value to school-teachers, I can not pass the opportunity solemnly to warn my brothers in the profession to beware of the snares of matrimony, unless their salary is larger and their tastes less expensive than mine ever were. I have heard that there are cities and towns which pay from one to two thousand dollars to teachers. They may marry; they may be the happy fathers of two, three, or even half-a-dozen children; but unto us of Pumbleton and Spindleville it is not given to indulge in such expensive luxuries. For the present I have done: I still mourn my sad lot, and am still

DUZENBURY IN SEARCH OF A SALARY.

Massachusetts Teacher.

## THE TWO WORLDS.

Two worlds there are. To one our eyes we strain,  
Whose magic joys we shall not see again :  
Bright haze of morning veils its glimmering shore.  
Ah, truly breathed we there  
Intoxicating air ;  
Glad were our hearts in that sweet realm of  
Nevermore.

The lover there drank her delicious breath  
Whose love has yielded since to change or death :  
The mother kissed her child, whose days are o'er.  
Alas ! too soon have fled  
The irreclaimable dead :  
We see them — visions strange — amid the  
Nevermore.

The merry song some maiden used to sing —  
The brown, brown hair that once was wont to cling  
To temples long clay-cold : to the very core  
They strike our weary hearts,  
As some vexed memory starts  
From that long-faded land — the realm of  
Nevermore.

It is perpetual summer there. But here  
Sadly we may remember rivers clear,  
And hare-bells quivering on the meadow-floor.  
For brighter bells and bluer,  
For tenderer hearts and truer,  
People that happy land — the realm of  
Nevermore.

Upon the frontier of this shadowy land  
We, pilgrims of eternal sorrow, stand.  
What realm lies FORWARD, with its happier store  
Of forests green and deep,  
Of valleys hushed in sleep,  
And lakes most peaceful ? 'Tis the land of  
Evermore.

Very far off its marble cities seem ;  
Very far off — beyond our sensual dream —  
Its woods, unruffled by the wild wind's roar :  
Yet does the turbulent surge  
Howl on its very verge.  
One moment — and we breathe within the  
Evermore.

They whom we loved and lost so long ago  
 Dwell in those cities, far from mortal woe —  
 Haunt those fresh woodlands, whence sweet carolings soar.  
     Eternal peace have they:  
     God wipes their tears away:  
 They drink that river of life which flows for  
     Evermore.

Thither we hasten through these regions dim;  
 But lo, the wide wings of the Seraphim  
     Shine in the sunset! On that joyous shore  
     Our lightened hearts shall know  
     The life of long ago:  
 The sorrow-burdened past shall fade for  
     Evermore.                      Dublin Univ. Magazine.

## THE NEW PUNISHMENT.

DIO LEWIS published an article in the *Atlantic*, the other day, called 'The New Gymnastics'; and lest the genial editors of that popular monthly accuse us of plagiarism, we beg to assure them that the resemblance of the two papers is only in name, not in substance.

From a boy we have been remarkably tender-hearted. Spiders and bugs have seldom suffered martyrdom at our hands: our great objection to angling has been the cruel torture of worms and minnows which it involves: even the snake, that victim of universal abhorrence, has ever enjoyed the privilege of quietly gliding from our pathway.

These feelings of mercy we have naturally carried into the school-room. Although in theory admitting the affirmative of the corporal-punishment question, its stern necessity has rarely been adopted in practice. But what shall be substituted as an efficient rival for the time-honored birch? In desperate cases, nothing; but in a vast number of scholarly offenses 'The New Punishment'.

But why invent a new discipline? Are not the annals of pedagogy rich in all shades of inquisitorial pain, from holding a nail in the floor with the finger to a cold, external application of the poker? To many of these remedial operations, however, there are objections. Some the refinement of the age has condemned as barbarous; others as injurious; a third class as unlawful. It therefore remained to devise something both innocent and effective to secure the ends of order; and this we shall now proceed to explain.

Take down on a slip of paper the names of the pupils that misbehave during the day, detain them after school, and give them verses to commit! You may exercise your taste in requiring the task to be committed before they leave the room, or in allowing it to be done at home.

Several things, however, must be observed to attain the full benefits of the Verse System.

I. Adapt the length of the verse to the nature of the offense. Whispering should receive a shorter allowance, for instance, than cannonading with paper balls. If the crime be serious, aggravated, give two long verses, or a page.

II. Ascertain the pupil's preference for poetry or prose. If inclined to poetry, as most children are, give prose, as that will be harder to learn. Blank verse is especially difficult, as the sentences do not flow readily together. A half-page of Young or Milton, to be done before tea and at the school-room, involves a mental labor that would appall Macaulay himself. The victim of this epic dose will be fearful of jokes for some time. Never give verses that rhyme, as the urchins will enjoy it too much and have little effort to get them.

III. Do not let the pupils select their own pieces, as they may be led by force of sympathy to those used as declamations, or learned at some previous time.

IV. In hearing them rehearse the verse, insist on a scrupulous adherence to the very words of the text, as it requires much more exertion to commit verbatim than to secure the mere outline of the sentences.

Thus, by a judicious employment of the Verse System, by the end of a term you will succeed in storing the memory of the pupil with many elegant extracts from the best authors, as well as establish your character as a most refined disciplinarian.

W. W. D.

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## M E N T A L   A R I T H M E T I C .

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THIS branch receives due attention in the schools of our cities and larger towns, but is sadly neglected in those of smaller towns and country districts.

It needs no argument to convince experienced teachers that scholars thoroughly drilled in mental arithmetic while in the primary grades become, in general, far greater adepts in written arithmetic and other



branches of mathematics than those who have ignored this study; that it has a tendency to mould the mind into an analytic cast, which manifests itself in the careful scrutiny with which not only mathematics but other departments of science also are approached; and that it does much to remove one of the most stubborn obstacles to real progress, viz., the constant disposition to rest content with the simple 'how' in stead of the comprehensive 'why'—with superficial survey in stead of thorough mastery—with the floating froth in stead of the rich and stimulating beverage beneath.

To those, then, employed in schools where this branch of study is neglected I would say, if such be its influence, how earnestly should every instructor insist upon a careful attention to it. Do not be deterred by the strong repugnance so often manifested by the upward turn of the 'nasal' when this subject is proposed. Take any such 'despisers', test them with a few tough examples, and they will soon cease opposition.

Require every scholar to study it until you are convinced he has mastered it. Do not be content with the simple fact that correct answers are given, but exact each successive step of that rigid analysis which will invariably result in a true conclusion.

Such a course will soon manifest its good effects, and richly repay your efforts, by diminishing the number of those who attempt to solve problems by reckless and senseless combinations; and by developing, as I said before, a more exhaustive study of other branches.

F. K. H.

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## M A T H E M A T I C A L .

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**SOLUTIONS.**—39. The present worth of two annuities of \$1000 each, continued the same length of time, one at 8 per cent. simple interest, the other at 7 per cent. compound interest, is equal: required the time and the present worth.

*Solution.*—Let  $a=1000$ ,  $r=.08$ ,  $r_1=.07$ ,  $R=1+r$ ,  $n$ =number of years. Then  $\frac{a}{1+r} + \frac{a}{1+2r} + \frac{a}{1+3r} + \dots + \frac{a}{1+nr}$  = present worth of sum at simple interest, and  $\frac{a}{R} + \frac{a}{R^2} + \frac{a}{R^3} + \dots + \frac{a}{R^n}$  = present worth of sum at compound interest. By the conditions of the question, we then have  $\frac{a}{1+r} + \frac{a}{1+2r} + \frac{a}{1+3r} + \dots + \frac{a}{1+nr} = \frac{a}{R} +$

$$\frac{a}{R^2} + \frac{a}{R^3} + \dots + \frac{a}{R^n}, \text{ or, [A]... } \frac{1}{1+r} + \frac{1}{1+2r} + \frac{1}{1+3r} + \dots + \frac{1}{1+nr} = \frac{1}{R} + \frac{1}{R^2} + \frac{1}{R^3} + \dots + \frac{1}{R^n} = \frac{1}{r} \left( 1 - \frac{1}{R^n} \right) = \Sigma(1+nr) \dots [1],$$

$$\text{where } \Sigma(1+nr) = \frac{1}{1+r} + \frac{1}{1+2r} + \frac{1}{1+3r} + \dots + \frac{1}{1+nr} \dots [2]$$

There are several methods by which an *approximate* value of [2] may be found: as simple as any is to sum the series just as it stands, each term by itself. Another method is by *differences*. See Davies & Peck's Math. Dic., p. 184.

Euler gives another method, which may be found in DeMorgan's Calculus, page 265, and Gould's Astronomical Journal, pages 121 and 122. The formula gives  $\Sigma(1+nr) = \frac{1}{r} \log.(1+nr) + \frac{1}{2} \left( \frac{1}{1+nr} - 1 \right) - \frac{r}{6} \left( \frac{1}{(1+nr)^2} - 1 \right) + \frac{r^3}{120} \left( \frac{1}{(1+nr)^4} - 1 \right) - \dots$ ; where  $\log.(1+nr)$  means the hyperbolic logarithm.

Eq. [A], in numbers, readily reduces to the following:

$$\left( \frac{100}{107} \right)^n = 1 - \left( \frac{7}{108} + \frac{7}{116} + \frac{7}{124} + \frac{7}{132} + \frac{7}{140} + \frac{7}{148} + \frac{7}{156} + \dots \right)$$

By a few trials, I find that  $n$  is between 7 and 8; and by a laborious approximation I get  $n=7.1704515$  years, and the present worth 5491.326 dollars.

*Remark.*—Various text-books on Algebra give for the present worth of an annuity at simple interest the formula  $\frac{na + \frac{1}{2}n.(n-1).ra}{1+nr}$ ; but this is a *sort of compound* interest, it having been obtained by equating the amount of the present worth for the time, with the amount of the annuities at interest from the time they severally became due, until the end of the time. The amount of the annuities is made up of the present worth of the several sums, together with the interest on the same to the time when they severally become due, to the end of the period during which the annuity is to be paid.

Simpson gives the formula  $\frac{2na + n.(n-1).ra}{2+2nr + n.(n-1).r^2}$ , on the *hypothesis* that interest upon interest be taken *once*, and no more. (*Alg. p. 234.*)  
JAKOBUS.

47. Contents of cistern  $= (96^2 + 48^2 + (96 \times 48)) \times .7854 \times 72 \div 3 = 7 \times 48^2 \times .7854 \times 24$  cu. inches,  $= 7 \times 4 \times 24^3 \times .0034$  gal.,  $= 1316.0448$  gallons. At 55 gallons a week, this would last 23 weeks and 51.0448 gallons over, which would last Monday (25 gal.) and 5.209 days after.

*Ans.* 23 weeks 6.209 days.

Again: The cistern is the frustum of a cone, which, if completed,

would be 12 feet high, since the ends 4 and 8 are proportional to the heights 6 and 12. Hence the addition would be  $\frac{1}{2}$  the height of the whole cone, and therefore  $\frac{1}{8}$  its solidity, and the frustum  $\frac{7}{8}$  the solidity of the whole cone;  $\frac{1}{2}$  of this is  $\frac{7}{16}$  to be removed, leaving  $\frac{9}{16}$  of the solidity of whole cone;  $\sqrt[3]{\frac{9}{16}}=.82548+$ , the height of whole cone after removal;  $1-.82548=.17452$  of 12 feet,  $=2.09424$ , depth removed;  $6-2.09424=3.90576$  feet, depth remaining. BOND, CINCINNATI.

50. Let  $x$ =number of rods in one side of the field. Then  $\frac{xxx}{160}$ = $\frac{x^2}{160}$ =area of the field in acres.  $x+x+x+x=4x$ =perimeter of the field in rods. Since there are 2 rail-lengths to every rod,  $4x \times 2=8x$ , =number of rail-lengths; and since, also, there are 10 rails in each length,  $8x \times 10=80x$ , =number of rails in the fence. Therefore  $80x=x^2 \div 160$ ;  $80=x \div 160$ ;  $x=12800$ ;  $x^2 \div 160=1024000$ , =number of acres in field. F. H.

Solved also by N. and M. V. B. S.

51. The box is made of six pieces, of which, for convenience, we will call two the *top* and the *bottom*, each of which we will consider as measuring the full size of the box; two we will call the *sides*, fitting between the top and the bottom, and each the full length of the box; the remaining two, which we will call the *ends*, will be square, and will fit inside the top, bottom, and sides. The board measures  $49\frac{5}{8}$  square feet,  $=7146$  square inches, and is  $1\frac{1}{2}$  inches thick.

Let  $x$ =length of box in inches:  $x$  will also=length and width of top and bottom;  $x-3$  will=length and width of each end-piece; and  $x$  will=length and  $x-3$ =width of each side-piece. Then  $2x^2$ =surface of top and bottom,  $2(x-3)^2$ =surface of ends,  $2x(x-3)$ =surface of sides:  $2x^2+2(x-3)^2+2x(x-3)=7146$ . Expanding, transposing, and reducing,  $x^2-3x=1188$ . Completing square and extracting root,  $x-1\frac{1}{2}=\frac{6}{2}^9$ ;  $x=\frac{7}{2}^2$ ,  $=36$  inches, length of one side of box. N.

Solved also by M. V. B. S. and F. H.

52. If  $\frac{3}{5}$  of A's is 276 more than  $\frac{7}{8}$  of B's,  $\frac{1}{5}$  will be  $\frac{1}{8}$  as much,  $=92+\frac{7}{24}$  of B's, and  $\frac{5}{8}$ , or the whole of A's, will be 5 times  $92+\frac{7}{24}$  of B's,  $=460+\frac{35}{24}$  of B's. If A's is 460 more than  $\frac{35}{24}$  of B's, what is left of 2820 after deducting 460 must=all of B's  $+\frac{35}{24}$  of B's; that is,  $2820-460=2360=\frac{24}{24}+\frac{35}{24}$ ,  $=\frac{59}{24}$  of B's: from which, B's= $\$960$ ; A's= $460+\frac{35}{24}$  of 960,  $=\$1860$ . N.

Solved also by F. H. K. and M. V. B. S.

PROBLEMS.—53. A carpenter is to put an oaken curb to a round well at 8d. per foot square, the breadth of the curb to be  $7\frac{1}{4}$  inches, and the diameter (within)  $3\frac{1}{2}$  feet. What will it cost? A. I.

54. A is 65 years old, and  $\frac{2}{3}$  of  $\frac{3}{5}$  of his age is  $\frac{1}{7}$  of  $\frac{2}{9}$  of 9 times B's age. How old is B? Give a rigidly correct mental solution. F. K. H.

55. Take the series of odd numbers, 1, 3, 5, 7, 9, etc. Omit from consideration the first three numbers, 1, 3, 5, and prove whether in the remainder of the series there can or can not be three successive prime numbers. ULYSSES.

56. I have a water-power which has a head of water 9 feet above the sluice. How high must the water rise above it that one-half as much more water shall be discharged in the same time? M. V. B. S.

57. Solve by quadratics  $x^2 + y^2 = 8$ , and  $x + xy = 6$ . J. D. P.

## OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION, }  
*Springfield, Ill., June 20, 1863.* }

### THE LEGISLATURE—SEC. 57—RATE OF INTEREST.

I had hoped to congratulate school-officers and teachers throughout the state, after the adjournment of the recent session of the General Assembly, upon the enactment of various important measures affecting our educational interests, including sundry amendments to the school-law which were deemed necessary, and which, it is believed, would have received the favorable consideration of that body.

The legislation, upon the subjects referred to, which was hoped for, and which was also anticipated with sanguine desire, was urged from a conviction of the very pressing need of the legislative action asked for, and from a fear that, if such action were denied, these first great interests of our state would suffer a permanent and perhaps an irreparable reverse. After the separation of the Legislature in February last, adjourning as it did without consummating the business pending for the benefit of common schools, it was determined by the friends of education to renew, at the special session in June, their importunities for the much-needed legislation which had been vainly asked for in the winter. Knowing, too, that the summer session would not be a protracted one, and that unless there was early action upon the subjects proposed there would probably be no action at all, it was resolved to press the interests of education upon the immediate attention of the different houses. Accordingly, during the first days of the recent session the subject of education, involving the cherished measures referred to, was urgently commended to the immediate and



favorable consideration of the Legislature. I availed myself of the very earliest opportunity to wait upon the House Committee on Education and lay before its members my opinions and plans, earnestly urging upon them the importance and necessity of early and favorable action upon the measures submitted. The gentlemen composing that committee manifested a real interest in the subjects to which their attention was called, and I felt a strong confidence that they would act soon and favorably, and report, with a recommendation for adoption, the various amendments to the School Law which they had so respectfully entertained. Before the committee had opportunity, however, to mature and report its action to the house, the Legislature was dissolved, and its further sittings were suddenly and unexpectedly terminated by executive prorogation. All the measures affecting our educational policy which had been submitted, and which were awaiting the approval and ratification of the two houses, were of course defeated by the adjournment. Some of these measures were of the most vital concern, and their failure will occasion an inconvenience and a loss which can hardly be atoned for in the future.

An amendment of very principal importance, and pressingly demanded, was one relating to the rate of interest on township loans, as prescribed in Section 57 of the School Law. A. This amendment had passed the House of Representatives without dissent, and was awaiting the concurrence of the Senate and the approval of the Governor to become a law. That the Senate and Governor would have favored the amendment, which was intended to render less ambiguous the School Law with reference to the rate of interest upon school-money loans, I entertain no doubt. The necessity for the change proposed was found in the fact that the law, always construed with the utmost strictness by school-officers upon this subject, seemed to deny the right to loan school-funds at any other rate of interest than ten per cent. Correctly understood, it is believed that the law does not deny that right, but in specifying a rate per cent., as found in Section 57, it is only intended to fix the maximum per cent., and not an unvarying figure from which no deviation should be indulged. Otherwise the very object of the law would, in many cases, be defeated, since it might not always be possible to loan moneys at the maximum rate. Every consideration of prudence and sound policy would urge upon the Legislature the necessity of providing for the perpetual productiveness of the school-fund, and it would be a policy as short-sighted as ruinous which would operate prohibitively upon school-loans, and render so large an amount of capital useless and unproductive in the hands of school-officers.

Let us look at the facts a moment. The total principal of the township school-fund of this state amounts to, say, in round numbers, \$3,500,000, being really a trifle above this sum. The interest accruing from this fund constitutes a part of the distributive school-moneys of the state, and is used, so far as it may avail for such purposes, to support our common schools. Hitherto the rate of interest which our school-capital has commanded has been ten per cent., so that the annual interest-fund accruing from loans of township moneys, and upon which our common schools have partly depended for support, has amounted to \$350,000. A sum so considerable as this, it must be apparent, is so material a dependence that its withdrawal from the distributive fund of the state must be attended with very serious embarrassment to the schools, and result in many cases in the material shortening of the school-term, and in other cases in the entire suspension of the schools. And yet, if it be contended that the law requires that *all loans shall be made at ten per cent., and ten per cent. only*, the practical effect of such an interpretation *is to withdraw from the distributive fund an amount equal to the interest accruing upon such loans at the established rate per cent.* This effect will follow, because township treasurers are unable *now* to find borrowers of the school-fund at ten per cent. interest, and without an opportunity for investment the funds must be idle and unproductive upon their hands.

It seems unnecessary to refer to the causes which have produced this state of things. The unprecedented expansion of our currency, resulting from the late enormous issues of United States Treasury notes is the immediate cause. There is now in the country a superabundance of money capital, and investments are eagerly sought at rates of interest ranging from six to eight per cent. The latter figure, or a lesser one it may be, will constitute the maximum rate per cent. on loans for years to come; and under such circumstances it is simply impossible to find investments for funds at ten per cent., and that, too, under the more rigid conditions of the School Law, by which borrowers are tied down to an accountability not only most strict but often most inconvenient. If it be held that the law forbids (which can not be maintained) the loaning of the school-fund at any other rate than ten per cent., then all the school-moneys found in the hands of township treasurers, amounting in all to nearly \$4,000,000, are resolved, by the invincible necessities of the times, into a dead and unproductive capital, and our common schools are to be deprived of the material succor which the interest on that amount would afford them.

The School Law requires that "the treasurer SHALL loan all moneys which may come into his hands by virtue of his office." The section

is not *advisory* but *mandatory*. "The rate of interest shall be ten per centum." *The law commands that to be done which, under present circumstances, can not be done*, if treasurers be allowed no discretion. That the law intends this will not be presumed. What the law contemplates is simply this: that the school-fund be rendered as *largely productive* and as *perpetually productive* as possible, and that when invested (which is peremptorily required, that the fund may incessantly yield its annual profits) it shall be at the highest current rates of interest; not at a rate *higher* than the *highest*, which would preclude investment at all, and defeat the evident intention of the law. In 1857, when the rate of interest was established, the standard rate per cent. was that which is now expressed in the law, and capital found ready borrowers, and has, until recently, at ten per cent. If, when the School Law was passed, the standard rate of interest had been eight per cent. in stead of ten, then eight per cent. would have been the rate prescribed in the law. Had it been six per cent., then six per cent. would have been the school interest.

Believing that I have correctly conceived and expressed *the intention of the Legislature in directing the loaning of the school-fund*, and that it is the purpose of the law to provide for its *largest productiveness by perpetual investment*, I have determined to recommend to school-trustees, whenever in their judgment it is clearly necessary, to authorize the treasurers of their townships respectively to loan the school-moneys of the township at any rate per cent. not less than six which they may determine. I feel justified in recommending this expedient, for several reasons:

1. It is the duty of the State Superintendent to provide, by such means "as he may think necessary and expedient", for carrying into "full effect the provisions of this Act", and to "explain, interpret, and determine, the *true intent* and meaning" thereof. I have accordingly stated indisputably the true intent and meaning of the law, which is that the township school-fund be rendered perpetually productive by permanent investment as a loan, at the highest current rates of interest.

2. The recommendation does not involve a violation of Section 57, nor affect in any way the general integrity of the School Law, but is simply explanatory of its *intent* and *meaning*, and is sanctioned by the highest judicial authority.

3. Universally approved as the recommendation must be, the provisional remedy here suggested is not likely to lead to any actual dissatisfaction before the meeting of the next legislature, at which time

the present ambiguity of the law can be removed, and its true meaning more precisely defined.

4. In issuing the instructions named, I am but complying with a stern and invincible necessity, which, if not yielded to, must inevitably involve the derangement of the entire common-school system, and extensively compromise the chiefest interests of our people. Were I unwilling to assume the responsibility which my present action supposes, I would be recreant to my official trust, and on that very account unworthy of the position I occupy.

It was my purpose to instance, in this communication, other measures of general want and utility which were proposed to the Legislature, and which failed for reasons already stated. But having no space for extended comment and explanation, I will waive further notice of them until the future.

JOHN P. BROOKS, Sup't Public Instruction.

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**SCHOOL MANNERS.**—A few words on this subject is what many need, but what most persons would resent if addressed to them personally. It is hoped that these few words will not be taken amiss, but secure your approbation.

In the first place,—never lose your temper—on any condition whatever; how muchsoever cause you may think you have for so doing, just as sure as you do, with it you will lose the deference and respect due you from your pupils. I wish the importance of this could be appreciated. I have heard teachers shouting with rage at a scholar. Such an act is most detrimental to a teacher's success.

Nearly as unfavorable a result is attained by forming a habit of scolding. No matter how much impression is made on a school by the first act, a repetition of it weakens the teacher's influence much. It is best to form a habit never to command a scholar till he has at least refused to comply with your request. It is always better to ask a scholar to do a thing than to command him, as there are but few scholars who will not comply with a kind request willingly, while a command would needlessly irritate.

I must deprecate entirely the use of tobacco in any form. The man who uses that weed is not fit for a school-house. Chewing substances of any kind, spitting, blowing or picking the nose, cleaning the nails, or drumming or tattooing with the fingers, are habits which should be utterly abolished from the school-room.



## EDITORS' TABLE.

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### EDITORS' CHAIR.

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NATIONAL TEACHERS' ASSOCIATION.—We publish elsewhere the call of the Secretary for a meeting of this body. Since this call was issued letters have come pouring in from every quarter, until it is plainly evident this will be the largest teachers' meeting ever held in this country.

President Thomas Hill, of Harvard, delivers one of the lectures.

The teachers of Chicago will provide free entertainment for all ladies who may attend, and free return tickets have already been secured on several of the principal railroads leading out of Chicago. The committee expect to secure free return tickets on all the roads which gave them at the late meeting of the State Association at Rockford.

The American Normal Association will hold its annual meeting at the same time and place.

SCHOOLS IN INDIANA.—Having strayed into the Hoosier State for a short time this spring, I have thought that a few words about her schools might not be uninteresting to my fellow teachers in Illinois. My visit was confined to Miami county, which is on the Wabash river, and comprises some of the finest and richest farming land in the West. The schools are probably an average of those in the state, but of this I can not speak from observation. Under the school-law of Indiana one trustee is elected in each township and one director in each district. The director can not hire a teacher without permission from the trustee, and the trustee is expected at least to consult with the director! The result is that neither feels any special interest in the matter, and the schools are woefully neglected. By our law districts are compelled to keep a public school open six months in the year or forfeit the public money. Indiana makes no such requirement. Some districts have a public school twenty days, some two or three months, and a few four or five months. The general rule seemed to be about three months, and then a select school for two or three months longer. One trustee told me that he had difficulty in persuading the districts in his township to expend a hundred dollars per year for school purposes. Wages, last winter, were from 75 cents to \$1.40 per day.

Many of the school-houses were very good, and comfortably seated and furnished, yet the old log-houses, with their split trees for benches, have not entirely disappeared.

I am glad to make a more favorable report of the city schools. In Peru I found one of the model schools of the West. It is under the charge of Prof. Miller, formerly of Maumee City, Ohio. Every thing was in perfect order. I never saw a building with 400 children in it so scrupulously clean in my life. The janitor occupies the basement of the building and gives his whole time to 'keeping things in order'. The building is a beautiful four-story brick, and cost between fifteen and twenty thousand dollars. It is furnished with the best of Boston furniture throughout. When full it will accommodate about five hundred pupils. The principal receives \$1000 per annum, and the assistants from \$300 to \$450. So far as I could judge, earnestness and thorough work are the 'order of the day' in that school.

Fellow teachers, what say you to moving to Indiana to teach 'destrict schools'?

PEDAGOGUE.

WESTERN FEMALE SEMINARY, OXFORD, OHIO.—We have received the Eighth Annual Catalogue of this admirable institution. It was incorporated in 1853. The first building was completed in 1855, and on January 14th, 1860, was destroyed by fire. During this period it had graduated eighty ladies. A new and more commodious building was immediately erected, into which the school was admitted October 9th, 1861.

The catalogue numbers 8 in the senior, 14 in the middle, and 111 ladies in the junior class. The school is an offshoot of the famous Mt. Holyoke School in South Hadley, Mass., organized and managed so ably by the wise and philanthropic Mary Lyon. Like its notable predecessor, it is emphatically a family school, where moral and social influences for good are made to bear practically in the management of its entire affairs. For the sake of economy and health, the domestic concerns are so arranged as to be carried on by the pupils. "It is no part of the design of this seminary to teach young ladies domestic work." This they are expected to learn at home.

No pupils can be admitted under 15 years of age, and it is recommended that pupils do not enter until they are 16 or 17. They are expected to enter for the year (extraordinary circumstances excepted). No one can be admitted who is not *thoroughly* prepared in the studies required for admission.

One striking peculiarity of this institution is that there is no begging for pupils, no whining about the gentleness, mildness and parental character of the discipline, for the purpose of securing patrons. It is evident that it is expected that those who seek to go there shall deport themselves as ladies, sufficiently developed to know something of the value of educational discipline, and who will willingly conform to the rules of the school. It is most truly a *select school*, and as such is worthy of the patronage of those who seek for their daughters, in the truest sense, a true Christian development.

For catalogues apply to Miss Helen Peabody, Principal, Oxford, Ohio.

NATIONAL TEACHERS' ASSOCIATION.—The annual meeting of the National Teachers' Association will be held in the city of Chicago, commencing on Wednesday, August 5, 1863, and continuing three days.

The opening address will be delivered by the President, Hon. John D. Philbrick, Superintendent of Schools of the city of Boston.

Due announcement of the lectures, subjects for discussion, and other arrangements, will be made in the State School Journals, and in the local papers in each state.

Teachers and friends of education are cordially invited to suggest matters of interest to be brought before the Association, and to unite in making this meeting a National Teachers' Jubilee. There was never more need for wise counsels in public education than in this crisis of our national affairs.


Persons receiving this circular are requested to give it as wide publicity as possible.

The Executive Committee will leave nothing undone to sustain the prestige of this most important organization.

Communications may be addressed to W. H. Wells, City Superintendent of Schools, Chicago; John D. Philbrick, Boston; or to the undersigned.

ALBANY, N. Y., JUNE 11, 1863.

JAMES CRUIKSHANK, Secretary.

 Papers throughout the Union are solicited to publish this notice.

DIO LEWIS'S NORMAL INSTITUTE FOR PHYSICAL EDUCATION, BOSTON, MASS.—We received a notice concerning this famous institution on last month, but too late for publication. The next session commences July 6th. Dr. Lewis is the author of several works on physical culture, and is at the head of this Normal Institute. It was incorporated in 1861, and by the indefatigable energy of its founder has accomplished more for the regeneration of the physical condition of American youth than all other causes or instrumentalities combined. Teachers who desire to understand something of the laws of health, and wish to use their knowledge in the instruction of others, should make arrangements to attend. Send to Dio Lewis, Boston, Mass., for a circular.

NORMAL UNIVERSITY, June 17th, 1863.

EDITOR ILLINOIS TEACHER: I herewith send you a copy of some resolutions which, as a compliment to a good soldier, I would be glad to see published in the *Illinois Teacher*. Capt. Burnham is a Normal graduate, and resigned his situation as Principal of the Model School, a department of this institution, upon the organization of the 'Normal Regiment', in which he saw eighteen months of very hard service. Having recovered from the illness which compelled his resignation in the army, he is about to return to his former profession.

Very respectfully yours,

E. F. B.

MILLIKEN'S BEND, LA., March 30th, 1863.

WHEREAS, our late Captain, JOHN H. BURNHAM, has discontinued his connection with the army, we, the members of Co. A, 33d Ill. Infantry, therefore resolve

1. That we deeply regret that his relation with us as Captain and comrade has been broken.  
2. That we have found him to be a kind, cautious and brave commander, ever faithfully discharging his duties to us as soldiers; that we can not speak in too high terms of his efficiency as an officer; that he has stood by us in time of danger and peril, and that we highly appreciate his warm friendship for us, and his love of country, as exhibited on the battle-field, and in camp, where he kindly cared for us when sick, and as kindly restrained us when wayward, and proved himself an exemplary man and soldier.

3. That he has commanded the respect and esteem of us all; that wherever he may be, whether in civil or military life, he has our warm affections, and that we hereby tender him these resolutions as a token of our friendship and sincere regard.

C. E. WILCOX,  
M. H. POWER, } Committee.  
D. NEWTON,

It gives us great pleasure to publish the above tribute to a brave man. We are only sorry that we can not give publicity to the names and services of more of our worthy teacher-soldiers.—EDITOR TEACHER.

C. D. WILBER'S GEOLOGICAL MAP, which we have noticed in another place, would be a capital good thing to hang in every school-room in the state, not so much for the geological as for the geographical use that may be made of it. For topical recitation it is a good thing. Send to Wilber and get one.

ASSOCIATION OF COLORED TEACHERS.—The colored teachers of Ohio held an Association in Cincinnati on the 25th, 26th, and 27th of December, 1862. The Association numbers thirty-three members. The next meeting is to be held at Columbus, December 29th.

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#### LOCAL INTELLIGENCE.

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GRAND TEACHERS' INSTITUTE, to be held in the State Normal University.

We intimated in one of our recent issues that there would be a Teachers' Institute held in the Normal University, but had not then received the details. It will open about September 10th, and continue in operation about six weeks. There will be "a daily session of five or six hours, conducted either by the teachers of the University or such prominent teachers from other parts of the state as would make the sessions profitable: each instructor to have his daily regular time, and regular subjects."

The session will probably be held in the large hall of the University.

Every teacher, and every person proposing to become a teacher in the State of Illinois, is invited to join the Institute.

Here is a chance for young teachers to learn a great deal with comparatively little pecuniary cost. We hope there will be a great effort made to go into the theory and practice of Object Lessons, that those who attend may see how it is done. The books upon the subject are very imperfect guides; the thing must be seen and heard to be understood. When the fundamental ideas of the philosophy are acquired, then the books will render great assistance.

On another page we give a notice of some of the attractions of the Normal. Aside from the gentlemen and lady teachers, the beautiful house and grounds, the Museum of Natural History, which was started by the State Teachers' Association, invites the attention of the lovers of the curious and wonderful in nature. The article alluded to is transcribed from the Report of Superintendent Bateman.

[The article referred to has been unavoidably omitted this month: it will appear in the August number.—PUBLISHER.]

We hope to hear of the largest and most profitable meeting of teachers in September that has convened in the state.

CHICAGO.—The regular Institute, and the last of the school-year, was held June 6. The singing was furnished by the Newberry, and the Paper by the Scammon. A discussion followed, participated in by Messrs. Porter, Briggs, Noble, Woodward, and Merriman, on *Verbal Accuracy as connected with Mental Discipline*. The unanimous opinion was that it should not be insisted on, except in definition,—Mr. Noble, who was expected to speak in its favor, having in the two months since the delivery of his lecture completely shifted his position.

On motion of Mr. Merriman the Institute invited the National Association to meet this year in Chicago, and, on motion of Mr. Meserve, the teachers agreed to provide free entertainment for all ladies attending.

The Superintendent appointed the Principals of the several schools a committee to make the necessary arrangements.

Mr. Cutter, chairman of the committee to procure a new flag for the 33d Ill. (Normal) Regiment, reported the sum of ninety dollars raised.

The recess was dispensed with, and the teachers passed to the different rooms. The section exercises were, 1. Heat, by Mr. Welch. 2. Maps, Miss E. S. Tanner. 3. Analysis of Sounds, Miss Kennicutt. 4. Trades and Professions, Miss Bailey. 5. Roman Numerals, Miss Litchfield; and Plants, Miss White.

The Board of Education met June 2, and adjourned to June 9 on account of the Canal Convention.

At the adjourned meeting Mr. W. L. Newberry was elected President for the new school-year.

A colored school was established on the corner of Fourth Avenue and Taylor street. This is the Jones school district, where 70 out of 123 of the colored children were at this time attending.

Parker and Watson's Readers were adopted in place of Sanders's, the change to be made at the reopening of the schools in September.

Warren's Primary Geography was dropped from the list of text-books. B.

SUDDEN DEATH.—We regret to announce the death of Mr. A. H. Blake, of this city, which occurred at St. Louis on Wednesday morning at nine o'clock. Mr. Blake was well known to our citizens as one of the oldest teachers in the county, having made it a business for over forty years. He went to St. Louis on Tuesday, in apparently as good health as usual. On Wednesday morning he went out to make arrangements to return home. Returning to his room, he almost immediately fell and expired with apoplexy.

Belleville Advocate.

STARK COUNTY TEACHERS' INSTITUTE.—This institute convened in Toulon, the county-seat, April 1st, 1863, and continued in session three days. This meeting is said to be, perhaps, the most pleasant and profitable that has been held since the organization, in March, 1856. The usual exercises of Reading, teaching Arithmetic, Geography, Grammar, Alphabet, that are usual on such occasions, occupied the time. The evening of the third day was spent in a social way, interspersed with music, select readings, and short addresses.

The following officers were elected for the ensuing year: President, R. C. DUNN; Vice President, A. C. PRICE; Secretary, G. A. CLIFFORD; Executive Committee, N. F. ATKINS, R. C. DUNN, and C. MYERS.

The above we gather from the *Stark County News*, which some friend was kind enough to send us. The following we clip from the series of resolutions:

*Resolved*, That we can not too highly commend to the favorable attention of the people, or too strongly impress upon their minds, the great importance of securing for the instruction of the



young the most competent teachers—those who not only have adequate knowledge of the branches of education to be taught, and excellent moral characters, but also a cultivated faculty for imparting instruction in the best ascertained and most efficient modes—and that as one of the best means for teachers to acquire a knowledge of both the science and art of teaching, we earnestly urge the claims of the Teachers' Institute, and we appeal to the public for countenance, encouragement, and support.

2. That we believe the course pursued by many teachers in our county, refusing to attend and participate in the Teachers' Institute, as detrimental to their usefulness as teachers, and as dwarfing the interests of our common-school system.

3. That we respectfully request our County School Commissioner in granting certificates to applicants to impress upon their minds the importance of making use of all means within their reach to prepare them for their calling, and that teachers who willfully persist in refusing to thus qualify themselves may be denied certificates.

10. That the Secretary of this Institute be instructed to furnish a copy of the proceedings for publication in the *Stark County News*.

Now, without wishing to appear uncharitable, we would suggest that there is in those resolutions a considerable degree of educational buncombe. Wonder if those teachers know that there is an educational journal called the *Illinois Teacher*, which is intended to further the very interests which they so highly commend and so strongly impress, etc. We wonder if the teachers who did not attend the Institute are any better posted than those who did. We wonder if teachers' journals are included among the means of professional instruction to teachers, which the school commissioner is requested to recommend to teachers for their improvement. We wonder if it would not have been at least courteous to have included the *Illinois Teacher* with the *Stark County News* for the publication of the minutes. Faith and works, theory and practice, honest intention and practical execution, distinguish those who are really in earnest in what they undertake.

KNOX COLLEGE: ANNUAL COMMENCEMENT.—The following were the exercises announced to take place on the appointed days. We hope some of our friends will furnish us with a condensed account of the performances.

June 21. Baccalaureate Sermon, by Prof. J. W. BAILEY, and an Address by Rev. H. A. NELSON, D.D., of St. Louis.

June 23. Prize Rhetorical Exercises.

June 24. Ladies' Commencement; Address by Rev. C. N. MATTOON, D.D., of Rockford, and an Address before the Alumni, by GEO. CHURCHILL, A.M.

June 25. College Commencement, and Inaugural Address by President W. S. CURTIS.

A NEW MAP OF ILLINOIS has just been published by our fellow citizen C. D. Wilber, Secretary of the Illinois Natural-History Society. It exhibits all the railroads, their stations, principal towns, and the townships (named) of all counties that have a township organization. It also gives the topography of all important places compared with the water-levels of Lake Michigan and the Ohio river. It is also a sectional map. The geological survey of the state is also exhibited in colors, with an accompanying diagram, showing the foundations of Illinois in a very clear and simple manner. It has been prepared with great care, and every citizen will desire to possess a copy, which represents at one view our progress and resources. An exchange paper speaks of it as follows:

"This map is geological, topograph-logical, census-logical, sectional-logical, township-logical, county-logical, railroad-logical, and logical in all things. It is exactly the right size—large enough for every man and small enough for every body, and is beautifully printed and colored. If we were school-director in any district in this state, we would purchase one for each school-room, and as for keeping house without one of those maps, it can not be done: no prudent family will attempt any such thing."

The map is printed in colors at the well-known lithographic establishment of Charles Shober, Chicago. It was drawn by M. H. Thompson, Dundee, and is mounted and finished by Rufus Blanchard, No. 52 LaSalle street, Chicago. The price is \$3.00. Persons desiring a copy will please address C. D. Wilder, box 385, Bloomington, Ill.

## NOTES AND QUERIES.

ANSWERS. — *Query 8. Explain the action of the siphon.* If the siphon be filled and the ends be brought below the surface of the water in separate vessels, the water standing at the same height in both vessels, the siphon will remain full, and the water will not flow. Why? Suppose each arm of the siphon one foot long. The siphon remains full because the pressure of the atmosphere, which equals that of a column of water about 30 feet high, holds the water in the arms; and the water does not flow because, being at the same height in both vessels, each column is forced upward with the same weight and they balance each other. If now one of the vessels be lowered, say six inches, one arm of the siphon will be so much longer than the other, and the water will flow to the lower vessel. Why? The pressure of the atmosphere on the water of the lower vessel is overbalanced by the same pressure on the water in the upper. The water in the long arm is forced upward by a pressure which would raise it, if permitted,  $28\frac{1}{2}$  feet higher, while that in the short arm is forced upward with a pressure that would raise it 29 feet higher. These two forces coming in contact at the end of the siphon, of course the stronger prevails and the weaker is forced back. The fact of the mouth of the long arm being below the surface of the water does not affect the explanation, as the atmospheric pressure would be the same whether this were the case or not.

*Query 10. What refined tortures were used in Persia?* A condemned person was buried in earth up to neck, and thus had to die by starvation or have eyes picked out by birds. Cambyzes ordered twelve noble Persians to be buried in this way. Another cruel way was 'planting trees', i. e., buried alive with head downward. Again, it was sinful among Persians to shed royal blood, nor was it allowed to pollute the elements by drowning or burning a member of the royal family. When, therefore, any of these was to be put to death, a large space of great depth was filled with ashes, into which the culprit was thrown and suffocated — for ashes are not an element that may be polluted by royal blood, nor is any blood shed, so that the king remained perfectly pure.

*Query 11. What poet has expressed a sentiment similar to that of Burns in the lines*

"Man's inhumanity to man makes countless thousands mourn"?

Young, in his *Night Thoughts*:

"Man is to man the sorest, surest ill."

D.

QUERIES.—14. What discoveries have been made simultaneously by different minds?

15. How did Parysatis kill Statira?

W. W.

WASHINGTON'S HUMOR.—The following humorous letter was written by Gen. Washington in 1779:

*Dear Doctor* :—I have asked Mrs. Cochrane and Mrs. Livingston to dine with me to-morrow, but ought I not to apprise them of their fare? As I hate deception, even where the imagination only is concerned, I will. It is needless to premise that my table is large enough to hold the ladies; of this they had ocular proof yesterday. To say how it is usually covered is rather more essential, and this shall be the purport of my letter. Since our arrival at this happy spot we have had a ham (some times a shoulder) of bacon to grace the head of the table, a piece of roast beef adorns the foot, and a small dish of greens or beans (almost imperceptible) decorates the centre. When the cook has a mind to cut a figure (and this I presume he will attempt to-morrow), we have two beefsteak-pies or

dishes of crabs in addition, one on each side of the centre dish dividing the space, and reducing the distance between dish and dish to six feet, which without them would be nearly twelve feet. Of late he has had the surprising luck to discover that apples will make pies; and it is a question if, amidst the violence of his efforts, we do n't get one of apples, in stead of both of beef. If the ladies can put up with such entertainment, and submit to partake of it on plates once tin, but now iron (not become so by scouring), I shall be happy to see them.

I am, dear Doctor, your most obedient servant,

GEO. WASHINGTON.

"AULD LANG SYNE" IN STONE.— A sculptor, named Robert Thompson, a native of Scotland, feeling a desire to give an expression, in his own peculiar way, to the words of Burns in Auld Lang Syne,

"And here 's a hand, my trusty frien', and gie 's a hand o' thine."

has succeeded in his attempt to the entire satisfaction of his friends and those who have had opportunity to witness his production.

The work, which can now be seen corner of Fourth street and Broadway, consists of two figures carved out of yellow sandstone, representing two 'cronies' taking their 'pint stoup' together. One of them, a traveler, is seated on a chair, his hat and bag lying carelessly beside him, while opposite is seated his host, who is welcoming his friend. Each of the men holds in his hand a glass of beer, while a foaming tankard is on the table between them. A dog is near by, and the entire group gives a good idea of Scottish hospitality and of the familiar lines of the plowman-poet.

New-York Post.

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#### NOTICES OF BOOKS, ETC.

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**WESTERN HEALTH JOURNAL.** Devoted to Hygiene, Mental and Physical Culture, the restoration and development of the whole man. Drs. Jones, Woodbury & Co., Editors and Proprietors. Monthly. 75 cents a year in advance. Wabash, Ind.

From the number received we have formed a high opinion of the value of the above journal. In addition to the health department, there is a normal and educational department, devoted to education, the family circle, and school reform.

Educational articles and advertisements and educational exchanges should be directed to J. Baldwin, Kokomo, Ind., who is Principal of a Normal School for the training of teachers.

**HARPER'S SCHOOL AND FAMILY SERIES. WILLSON'S PRIMARY SPELLER.** A simple and progressive course of lessons in spelling, with reading and dictation exercises and the elements of oral and written compositions. By Marcius Willson. New York: Harper & Brothers, Franklin Square. 1863. Retail, 12 cts. Pp. 80.

This is a capital little Primary Speller, and is admirably fitted to precede Willson's Series of Readers. It is neat, well made, and cheap, and admirably adapted to the work intended to be done.

**THE PROGRESSIVE SPELLER.** Boston: Oliver Ellsworth, No. 73 Cornhill. Pp. 160. By Salem Town, I.L.D., and Nelson M. Holbrook, A.M. Cheap edition.

A good speller, with a great variety of exercises, adapted to the various modes of spelling drill. In the hands of a good teacher (and no other can make good spellers, however good the book may be) this book can be made to do a good work. The only fault we find with the book is that it is too cheap; paper and binding hardly good enough to be attractive and serviceable.

**THE PIONEER BOY, AND HOW HE BECAME PRESIDENT.** By W. M. Thayer, author of the *Bobbin Boy*, etc. Boston: Walker, Wise & Co. Chicago: S. C. Griggs & Co. 16mo. Pp. 310. \$1.00.

An exceedingly graphic delineation of the life of President Lincoln. It is thoroughly reliable in all its essential details, the incidents of the President's early life having been gathered from his old friends, relatives, and neighbors. It will sell wherever there are boys to read; indeed, the ninth thousand was on the press before it had been published one week. B.

**THE GENTLE SCEPTIC; or, Essays and Conversations of a Country Justice on the Authenticity of the Old-Testament Records.** Edited by Rev. C. Walworth. New York: Appleton & Co. Chicago: S. C. Griggs & Co. 12mo. Pp. 368. Price \$1.25.

An able attempt to show that between the new truths of science and the old foundations of faith there is no discord, but harmony. By means of a slight thread of incident the attempt is made to maintain the interest, and the book closes, rather oddly for a series of essays in defense of the authenticity of the Bible records, with an intimation of a wedding.

The author is a papist, his quotations are from his version of the Scriptures, and he can not refrain from some times going out of his way to praise the Mother Church. However, the subject is ably handled. B.

**LIFE IN THE OPEN AIR, AND OTHER PAPERS.** By Theodore Winthrop. Boston: Ticknor & Fields. Chicago: S. C. Griggs & Co.

This is the last volume of the murdered Winthrop's works. It contains several papers which have appeared in the *Atlantic Monthly*, and others now first published. The contents are: 'Life in the Open Air'; 'Love and Skates'; 'The March of the New-York Seventh to Washington'; 'Washington as a Camp'; 'Fortress Monroe'; 'Brightly's Orphan'; and 'The Heart of the Andes'. B.

**ON THE ORIGIN OF SPECIES; or the Causes of the Phenomena of Organic Nature.**

A course of six lectures to working men. By Thomas H. Huxley, F.R.S., etc. New York: D. Appleton & Co. Chicago: S. C. Griggs & Co.

The author endeavors to present the true position of a book which has been both more praised and more abused than any work which has appeared for years—Mr. Darwin's 'Origin of Species'. The first lecture treats of the present condition of organic nature; the second, of its past condition; the third of the method by which the causes of these conditions are to be discovered—the origination of living beings; the fourth, the perpetuation of living beings, with hereditary transmission and variation; the fifth, the conditions of existence as affecting the perpetuation of living beings; the sixth, a critical examination of the position of Mr. Darwin's book in relation to the complete theory of the causes of the phenomena of organic nature. B.

**THE STAR OF THE WEST.** A New and Complete Music-Book for Schools and Academies. By James A. Butterfield. Indianapolis: Parsons, Adams & Co. (Price not stated—probably 25 cents.)

This little book, just published, seems to be what it indicates, a *complete* music-book for schools. The first 58 pages are devoted to a course of elementary instruction, which is rendered attractive to the young pupil by the introduction from the outset of exercises in which simple songs take the place of the dry and meaningless *la, la, la*, and *do, re, mi*. These exercises are carefully graded to correspond with the degree of advancement to which the pupil is supposed to have attained. The remainder of the book (67 pages) is made up of the usual variety of pieces—pathetic, humorous, and patriotic,—with an ample supply of such as are suited to special occasions, closing with a cantata entitled 'The Fairies' Festival'. Both the music and the poetry are mainly original. All who are about introducing vocal music into their schools, or who desire a different book from that they are now using, should give this work an examination. N.



# ILLINOIS TEACHER.

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## SCHOOL RECESS.

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MR. EDITOR : It is the custom in all the schools with which I am acquainted to have an intermission or recess of from ten to twenty-five minutes about the middle of the forenoon session, and the same in the afternoon, for the amusement and relaxation of pupils and teacher. In most cases boys and girls are turned loose together into the yard, or road, as the case may be; in some, the play-grounds are separated by a real or imaginary line, and in others the boys are permitted to go out first for fifteen minutes, and then the girls, after the boys come in. In some instances the teacher accompanies the children to the play-ground; but in the vast majority of cases the teacher has neither time nor disposition to go out, and accordingly remains in the house while the children are at play.

The universality of this arrangement for the recreation and amusement of the school—the venerable existence of the custom, running back, as in the common law, to the time “wherein the memory of man runneth not to the contrary,”—must alone commend it highly to those who always look with loving eyes upon what is old, aside from the real or supposed value of the custom itself. But mere age or custom will not, in our progressive civilization, secure perpetuity to any plan or arrangement, however venerable and generally adopted it may be, unless it can bear all the tests of argument and reason that can be brought against it. We should test all things, and hold fast to that which is good. It is a very dangerous suggestion to put into execution that, because a custom is old, it may with propriety be condemned, despised, and rejected; and, on the other hand, it is equally unreasonable that a system that has outlived its usefulness should be preserved with Chinese pertinacity, because a former generation practiced it.

The object of the recess in school is relaxation, that the powers of the mind and body may, by a little rest, or activity in a new direction, be recuperated and better fitted to continue in full vigor and strength through the day. We have met with those who desired a “*school to*

*be kept*" for eight hours a day, with no more recess than was necessary for the pupils' lunch; but such views we can not advocate, neither can we approve the more modern idea of having school but three hours a day. Under ordinary circumstances six hours is a fair mean between these extremes, and may be very safely followed, both for the physical and intellectual development of children and youth.

Relaxation, whether by absolute rest or active play, is necessary to the enjoyment of health of mind and body, as might easily be demonstrated to any sceptic who, under the most favorable circumstances, would be compelled to sit for six hours a day, and for five or five and a half days in a week. The most thrilling oratory or entrancing music would utterly fail to amuse and instruct, if we were to sit under compulsion for five hours a day, and five days in a week, and eight or ten months in a year. Grown folks would find it almost unendurable; and that teacher who fancies himself gifted with powers of fascination to overcome the repugnance of children to such severe discipline has a very high estimate of his powers. To prevent dullness and dreaminess, or mischief, recess must be given in some sort—relaxation must be afforded by some means; the want of it would be downright cruelty. As recesses are absolutely essential to the health, comfort and efficiency of pupils, the question arises Is the method spoken of the best that can be devised to secure the desired end?

Our experience and observation have led us to some conclusions that may not be considered wise by some; but we will present them for their reflection. When the time for recess comes, the large portion of the children go out from choice, and in some schools all are compelled to leave the room for a short time. They have been sitting in quiet for an hour and a half, interrupted only by the recitations of school. The temperature in winter is usually much higher in the room than out of doors. The air outside is exhilarating and refreshing. To enjoy it, and escape the monotony inside, they rush out into the snow, or wet, or mud,—it makes no difference to the majority,—and engage most enthusiastically in the fun always incident to the time and place. Although well secured from cold and wet before coming to school, no thought is taken by many at recess, and out they go without cloaks, coats and comforters, bonnets and overshoes. After fifteen minutes of the most violent exercise, exercise by no means in accordance with principles which regulate a well-organized gymnasium, they return to the school-room. Of course they can not leave their wet skirts and muddy shoes outside; these they bring in to sit in during the remainder of the session. The lungs are overburdened with the severe exercise, and the return to the school-room is announced by a coughing chorus that continues some times until that session of school is closed. In summer the programme is a little changed; the prominent difference being in the inordinate use of water to quench the thirst and allay the feverish excitement produced by the excessive exercises of the play-ground. I would ask all unprejudiced persons if, under these circumstances, such recesses are calculated to preserve health and promote sound physical development?

Again, a very large proportion of our school-buildings and premises are unfit receptacles for decent people's children to enter. "Object Lessons" appeal to every sense in every place, teaching the little tender children their first and worst lessons, and confirming those already instructed by a constant contact with vulgar ideas and vicious associations. This is a delicate subject; but if moral considerations are higher than physical, then we should not hesitate, from false modesty, to look into the real merits of the question. How come those Object Lessons so vulgar, so vicious? Ten or fifteen pupils called into close and indelicate contact twice a day at least, for fifteen or twenty minutes at a time, is a sufficient cause to account for any thing, however low, or vicious, or degrading. For with time and opportunity given, and circumstances suggesting, who that understands any thing of animal propensities and human nature would expect a different result? It is useless to say the teacher should be cognizant of every thing connected with recess—it is only left to say the teacher is not, because he is not omniscient? It is a very rare school in which some of the pupils are not habitually profane; and does not the excitement of the play-ground tend to make many familiar with that form of vice? These are some of the objections; and I would therefore ask if, in a moral point of view, such recesses are desirable.

It is urged that the mind needs rest, relaxation, or change, in order to secure the full benefits of instruction. Certainly, it is granted; for we have seen old, dignified and worthy folk go to sleep in church: the spirit perhaps was willing, but the flesh was weak. It is not strange, then, that children grow dull and weary before the recess arrives, nor is it remarkable that the bow so tightly strung should react with great force when the cord that holds it is loosed. Suppose our congregation of old folks, having been more or less edified by services an hour and a half long, should be dismissed for twenty minutes, during which time some of the more active should propose that the time should be employed in running full chase around the square: would they, when the recess expired, be in good condition for meditation or devotion another hour, and especially if the operation was repeated in the afternoon? Action and reaction are equal and in opposite directions in the domain of mind, as well as of matter, and this principle explains why children are often dull and sleepy after recess, or, if they can not doze, are not fit for study, and of consequence are mischievous and troublesome. Are such recesses calculated to invigorate and improve the intellectual powers?

Again, although the recesses are as a general rule nominally fifteen minutes long, do they not really occupy much more time, to the detriment of the school collectively and the injury of individual pupils? We have rarely seen a school where from five to fifteen minutes were not consumed in collecting the pupils and getting to work after recess; and this, with the time lost in the changes of classes and other interruptions, would make in many instances a loss of an hour and a half during the day.

We would not wish to be understood that the criticisms we have offered will apply to all the schools that adopt this method of recess; far from it; and yet the exceptions are uncommonly rare, so rare as to make the criticisms apply as a rule. If, then, we are just in condemning this method as unphilosophical, physically, morally, and intellectually, we would be pleased if you, Mr. Editor, or some kind correspondent, will set before us a better method, which will secure all the good to be desired from the one under consideration, without its very objectionable features?

OBSERVER.

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We would be glad to receive a short reply to the queries of our correspondent. The subject is one of great importance in the practical management of the school. If there is a better way, it should be made known; if there is none, some modification should be adopted by which the apparent evils of the present method may be obviated. The subject is open for discussion.

EDITOR.

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#### MUSEUM OF NATURAL HISTORY.

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By an arrangement between the State Board of Education and the officers of the Illinois Natural-History Society, the magnificent Museum of the latter is permanently located in the Normal University building, in a suite of rooms expressly and handsomely fitted up for the purpose.

The Museum is of inestimable value to the University, affording rich and inexhaustible materials for "object lessons," and exalting the conception of every student as to the amazing resources and imperial wealth of this great commonwealth. And not the least of the benefits flowing from the Museum to the University is the strong incentive to the study of Natural Science, so wonderful, so instructive, so inspiring and glorious, afforded by the contact of the students with the strange and beautiful things of earth, air, and water, which are garnered in that treasure-house of nature. Not a few, it is to be hoped, will there learn to love the study of God in His works, and be allured by the pure and simple tastes which it inspires, away from the dust and smoke of the political arena and the grosser pleasures of sense, into the sweeter and fresher fields where Goldsmith, Wadsworth, and all the brotherhood of the pure and good and gifted, have ever delighted to linger and muse and adore.

It is to Prof. C. D. Wilber, the able and untiring Secretary of the Natural-History Society, more than to any other man, that the University and the State are indebted for this munificent contribution to the scientific and educational resources of the state. Identified with the movement from its incipency, he has toiled on with unselfish fervor



and zeal, day and night, summer and winter, in evil report and good report, undismayed by opposition, unchilled by coldness and apathy, unpaid, self-supported, turning aside only to recruit by public lectures his exhausted resources — until the magnificent collection stands as the trophy of his labors. Verily he has his reward. Others have done nobly, but those who have done most would, I am confident, most cordially indorse what I have written.

The intimate relation of the Museum to the Normal School, as well as its general and intrinsic value, make it proper, I think, to publish herewith the subjoined extracts from Prof. Wilber's last annual report:

"The enterprise which had for its object the building of a Museum and Library of Natural History for the State of Illinois was commenced with the beginning of the financial crisis of 1858, when 'hard times' was written throughout the length and breadth of the land, and when all labor of such sort as this must be done by personal exertion, rather than be paid for at any price.

"Passing by all accounts of privations, want of means, discouragements, and prophecy of failures, let us rather be thankful and take courage for the measure of substantial progress we have been permitted to make, and consider it the beginning of the work we have undertaken to do. The assistance of our own naturalists has been of great worth. The railroads have given us all facilities for transportation, and the express companies have been exceedingly generous in carrying our packages without charge; and by the combination of friends and facilities, we have attained our present results.

"In estimating the costs, thus far, at a fair price for the labor of each individual, who has his time in the several departments, including, also, the real cost of the railroad and express facilities, the amount, thus far, exceeds \$23,000, which must be taken as the estimate or value of the Museum. If this is the cost of the labor to produce it, it is, therefore, its real value. Bearing in mind, now, that this is the result of little more than four years' exertion, considering the unfavorable circumstances on all sides, we have abundant reason to be encouraged.

"If we might be allowed to say a word concerning our success, it would be that no collection, of equal size and value, was ever made in this country in so short a time — a result attributable to a good combination of resources, a hearty coöperation of friends, and constant and unremitting toil during the days, and, I may add, the nights, of the past four years; and so thoroughly has the work been done, that several departments are nearly completed. I refer to Botany, Conchology, Geology, and Mineralogy. It is most natural, therefore, having nearly exhausted several fields already mentioned, to look beyond our state boundaries to other portions of this great natural district, the Mississippi Valley; and with the present facilities and combinations, it is believed that one general and complete Museum of this great valley could be made with less expense and toil than has pertained to the building of the present one. The great aim of such a collection as we propose is simply to present a type of all the species of existence in the various kingdoms of nature, ancient and modern, arranged in groups, according to the type or affinity of each group. It is a *human* attempt to represent, as far as possible, the *divine* idea of creation, by a real panorama of objects. And when we consider that in the two kingdoms of nature — animal and vegetable — there are four hundred thousand species, one may realize the magnitude of such a work. The species of insects of Illinois, as estimated by Mr. Walsh, are over thirty thousand. Our Flora will possibly include two thousand species.

"It would be extravagant for us to attempt a complete collection, representing the natural history of the earth; but it is quite within our compass to obtain a collection including all the species of the Fauna and Flora of Illinois.

"The number of specimens thus far collected is nearly sixty thousand, a large portion of which are in the Museum, all collected with special reference to it, and therefore entirely new. Of this number one-half have been placed in cases or otherwise provided for. The Museum room is 100 × 33 feet, and 16 feet in height.

Nearly all the space in the shelves and cases is occupied, and among our other wants more room is an apparent and urgent one. Provision has been made for the large collection of insects by Mr. Walsh, also for the Flora of Illinois by Dr. Vasey. To accommodate the extensive collections of fossils and minerals, an enlargement of the plan of the Museum is earnestly proposed. This may not be necessary during the coming year; but if our collections in the future keep pace with our past work, the day is not far distant when such an enlargement will be demanded, and the more if, as is strongly urged by some of our members, we desire to combine a fair representation of the Mississippi Valley. Prominent among other reasons for this extension is the fact that the Natural History of Illinois is not, properly, limited by its state boundaries. Our plants, birds, fishes, and insects, have no respect for the political divisions of our country, and it is impossible to obtain complete groups or families in any department without taking a very extensive range.

"During fifteen years past, certain persons in Illinois, interested in the encouragement of science, had endeavored to procure appropriations to do the same work which we have so well-nigh completed. The Legislature was petitioned to make extensive appropriations, but without success; no one, of course, being found willing to undertake such a work without substantial guaranties from the State Treasury. Now, however, the end has been attained without cost to the people, and in such manner that, in many portions of the state, a repetition of the work will not be required.

"By the judicious use of this great collection, under proper regulations, students who attend this institution, from all parts of the state, can obtain a general survey of our material resources, and will learn one important fact at least, that our home facilities for education, by the new or reformed method of object lessons, are unequalled. Let the pupil see this fine array of the 'medals of creation'; show him the beginning of vegetable life on the planet; hold up the rude fucoid that has reared its tiny frond on the shore of the ancient ocean, and millions of years after has been succeeded by the mighty oak, the crown of all; let him see the dawn of animal life as the beds of the old Silurian seas reveal it; let him trace, step by step, the rise and progress of new modes of existence, and observe the adaptation of the earth to new types of life, as they come in stately march down through the vista of the past; accompany the student through the long ages, from the chaos in the back-ground, forward into brighter and brighter light, until the culmination of the grand plan in the advent of the human race, and ask him, after this long survey, if the works of God do not impress him with higher conceptions of the wisdom, beneficence, and accompanying presence, of the great Creator.

"Let no one, then, ask Does Illinois want such a Museum? or inquire what good it will do, or what useful purposes it may serve. A few *will* ask these questions. Such persons belong rather to a past epoch, and may be term the fossils of society, who are ready to be labeled and laid away."

Speaking of the subject in a later communication, the Secretary says: "Hard as the work was, our progress was remarkable until the war broke out, which is death to Science and Art. But even amidst the smoke and carnage of the past eighteen months, we have *added many thousand* specimens to the collection; but the grand work must stop now, for a time at least. There are few to help—nearly every naturalist is in the army—there is no money, and the future is unpropitious indeed."

It is believed that no other Normal School in the United States has such splendid facilities for illustrating all those branches of study which look out into the realms of Nature, and of fostering such an interest in natural science as will bear precious fruit as the years go by and the destiny of this great people approaches its glorious culmination.

Superintendent Bateman's Report.

UNIFORMITY IN TEXT-BOOKS.

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*How shall we obtain uniformity in the Text-Books used in our Common Schools?*

Perhaps no one characteristic of the people of this western country is more marked than their migratory habits. Every year great numbers of them abandon home with all its associations, and seek new homes in other places. It very often happens that their children find, on entering school in the new place, that they have not a single book which can be used. The parents must in this case be taxed to buy an entire new set of text-books, or the teacher must be bothered with books different from the standard in his school; and in our country schools the latter is most frequently the result, thus increasing the difficulties of the teacher by a multiplicity and confusion of classes.

A parent recently told me that within eight months he had expended more than five dollars for books for his little girl nine years old. Another told me that he had more than a bushel of school-books, which had been rendered useless to him by removing from place to place in the same county.

How shall the evil be abated?

I have seen it stated that the legislature of Vermont has prescribed by law the Readers which shall be used in the schools of that state, for three years from January 1st, 1864. In the absence of such legislation, and of all authority on the part of the State Board of Education on the subject, I would respectfully submit whether it would not be worth while for the County Commissioners to hold a Convention, in as large numbers as possible, for consultation on the subject, and, if possible, to fix upon a full list of text-books in all the branches required in the qualifications of teachers, and then to give all their influence to introduce the books so recommended, and no others.

In this way thousands of dollars might be saved to the people of the State every year, and no one suffer except the brigade of book publishers who make themselves fat by the evil complained of. Who will move in the matter?

SELIS.

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Is uniformity of school-books desirable in a state or county? is a question that has interested many beside our correspondent. There are clearly two sides to the question; and we unhesitatingly take the negative, and in a very few words will state our reasons.

We grant that families which change their residence frequently are put to inconvenience and expense in the purchase of books. It is a pity that some families move so often, as "three moves are as bad as a fire"; and this is one of the unpleasant incidents connected with the peripatetic household. We grant that many schools are injured, and some rendered almost if not entirely useless, by the divers-

ity of books used. Those who know the method by which most country schools are supplied with books know that diversity is not to be attributed to moving families to any great extent, but to the indifference, negligence, or ignorance, of those who are sent to buy the books. We have seen countrymen come into a bookstore to purchase books. They ask for a geography. The tradesman wishes to know what one. Countryman does not know, did not think to inquire, but thinks it no great matter. A geography is a geography, and that is what he wants, and he takes the one that strikes his fancy or suits his notions of economy, goes home, writes his boy's name in the book, and sends the boy and book to school. He is annoyed and vexed when the boy returns from school, that he has not the right book. What is to be done? It is ten miles, more or less, to the store; he does not wish to go to town for two weeks; ca' n't send, besides the book has the boy's name written in it. Of course, "naught's to be done, and naught's to be said," except to vent a little customary ill temper against "these teachers, always wanting new books, never satisfied when they get them, more trouble and expense than they are worth," etc., etc., etc. There is a good deal of this cry about books that is nothing but stereotyped slang, eagerly accepted and readily retailed by many who wish some excuse for underrating the teacher and abusing the school.

There is a remedy for this want of uniformity, that is easily applied when the community is sufficiently enlightened on the subject. The directors of every school are by law authorized to determine the books to be used. If they are ignorant, indifferent, or timid, the school will always have a diversity of books, for they will take no pains or care to remedy the evil and prevent its repetition. If they are inclined to know and do their duty, uniformity is easily maintained. This is the only certain remedy we know of for this really annoying condition of things, in most of the country and in some of the town schools.

We maintain that the diversity of school-books is advantageous to the teachers, to the schools, and the people; and this we will defend, if any body wishes to know our reasons. At present our space is occupied.

EDITOR.

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## THE SUMMER VACATION.

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WELL, the July and August interregnum is here at last. Teachers will now lay aside the symbols of sovereignty, cease to inspire their juvenile subjects with terror, and retire for a while to the shades of private life.

And now that the leisure months are really at hand, what are we going to do? Oh, that has been decided long ago! Each week of



the whole period has been specially engaged for its own peculiar enjoyment. Jonathan Edwards never made a more economical distribution of his hours. Smith, for instance, is going to visit a brother in Wisconsin; Brown designs recuperating an exhausted physical system in the harvest-field; Jones contemplates a trip East among the scenes of his boyhood; Wiggins has determined to apply his mechanical genius to refitting the school-room in the way of paper, paint, and popularity; Dodge expects to enter on an exploration for a sweet girl lost sight of, after a brief acquaintance, three years since; Clara de Vere hopes to regain nervous energy with a married sister in a neighboring village; while Rose Bradwardine, for various reasons, has no intention of going away at all.

Is it heterodox to study during vacation? Shall the very name of book be a contraband sound? Would it not be desirable to forget the mind entirely, and give our whole attention to bodily indulgence and repose? Teachers will, doubtless, answer these queries according to circumstances. Our friend Darningneedle, reduced in flesh to a mere skeleton, ought probably to be advised to shun the sight of even a Daily, and with Theodore Winthrop try "life in the open air" amid the lakes of Maine. For those of us, however, who are still blessed with a respectable degree of muscular rotundity, it has always seemed desirable to continue, during the summer, some system of mental improvement. The more regularly intellectual discipline is maintained by our profession, the more accomplished and efficient it will become.

Not that you should undertake any of the more profound investigations promised to your ambition. Defer your laborious treatise on the Ignatian Epistles for a coal stove and a wintry sky. The "Methods of Study" are various which can be carried on with a cool brain and the mercury at ninety-two. You can peruse, for example, some volume on Education, and secure new plans for the coming term; or you may extend your literary acquaintance by converse with the poets and historians you have not yet read. Your favorite science, too—be it Botany, Mineralogy, or Geology—should on cool mornings make tremendous strides with yourself over the hills.

But we forbear. Preparing articles for the press, with the thermometer at blood heat, belongs, we seriously believe, to those herculean labors appropriate to the frosts of January, when the lowness of the temperature counteracts all excitement of the brain. W. W. D.

Dixon, July 9.

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**TEACHING CHILDREN.**—If a child is passionate, teach him, by gentle and patient means, to curb his temper. If he is greedy, cultivate liberality in him. If he is sulky, charm him out of it by encouraging frank good humor. If he is indolent, accustom him to exertion.

## SCHOOL EXERCISES.

QUESTIONS SUBMITTED TO CANDIDATES FOR ADMISSION TO THE CHICAGO HIGH SCHOOL,  
JULY 3, 1863. PER CENT. REQUIRED 66.

ARITHMETIC.—1. Why and how are fractions reduced to a common denominator?

2. Find the entire quotient arising from dividing two thousand and one millionths by one hundredth.

3. If I have a piece of land  $16\frac{4}{5}$  rods long and  $3\frac{1}{2}$  rods wide, what will be the length of another piece that is 7 rods long and contains the same area?

4. If 82 men build a wall 36 feet long, 8 feet high, and 4 feet thick, in 4 days, in what time will 48 men build a wall 864 feet long, 6 feet high, and 3 feet thick?

5. In a compound partnership how would you find each partner's share of the gain or loss?

6. A capitalist has \$25,000: he invests 20 per cent. in bank stock,  $37\frac{1}{2}$  per cent. in railroad stock, and the remainder in government bonds; what per cent. and what sum did he invest in the bonds?

7. \$382.50.

CHICAGO, January 1st, 1860.

For value received I promise to pay, on the 10th day of June next, to S. Brooks or order, the sum of three hundred and eighty two dollars and fifty cents, with interest from date at 7 per cent.

J. DAVIS.

Required the amount of the above note at the time of settlement.

8. Bought 24 barrels of flour for \$168, and sold  $\frac{1}{3}$  of it at \$6.75 per barrel and the remainder at \$7.50 per barrel: did I gain, or lose, and how much?

9. If gold 18, 21, 17, 19, 20 carats fine be melted together, what will be the fineness of the compound?

10. In the centre of a square garden there is an artificial circular pond, covering an area of 810 square feet, which is  $\frac{1}{10}$  of the whole garden: how many rods of fence will inclose the garden?

GRAMMAR.—1. Write the plural of *gas* and *valley*; and the singular of *dice* and *Messrs.*

2. Write the *possessive case singular* and *plural* of each of the *personal pronouns*.

3. Write sentences containing examples of each of the *relative pronouns*.

4. What are the different modes of comparing adjectives? Illustrate.

5. Conjugate the verb *rise*, in the indicative mode, present tense, in all the forms.

6. Write the synopsis of the verb *strike*, in the indicative mode, active and passive voices.

7. What auxiliaries are also used as principal verbs?

8. When a verb has two subjects of different numbers and persons, what is the rule for its agreement? Illustrate.

9. Analyze

*"For them no more the blazing hearth shall burn,  
Or busy housewife ply her evening care."*

10. Parse the italicized words in the above sentence.

GEOGRAPHY.—1. Define mathematical and political geography.

2. Name the zones of the earth — state their boundaries, and give the width of each in degrees.

3. Where are London, St. Petersburg, Palermo, Canton, and Calcutta situated?

4. Bound Austria, and mention its principal rivers.

5. Draw an outline map of the State of New York.

6. Name the larger tributaries of the Mississippi, and the states which they drain.

7. Give the vegetable products and manufactures of France.

8. Name the principal seats of cotton, woolen and iron manufactures in England.

9. Compare the surface and products of Illinois with the surface and products of New England.

10. Name the important cities of the United States lying between the 35th and 45th parallels of latitude.

HISTORY.—1. Founding of Rome.

2. From what colony was Roger Williams banished? Why?

3. Character of William Penn.

4. Visit of Sir Edmund Andros to Hartford, Conn., 1687.

5. Battle of Lexington.

6. What was the population of the United States at the close of the Revolutionary War?

7. Conspiracy and trial of Aaron Burr.

8. Cause of the second war with England.

9. State the objections urged against the admission of Texas.

10. Capture of the city of Mexico by the United States forces.

SPELLING.—Cashier, tyranny, withhold, occurrence, advertise, quarrelsome, glimpse, zealous, excellent, yielding, surveyor, knapsack, proceed, nephew, immense, solicit, illuminate, martyr, breeze, ludicrous.

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## RULES FOR TEACHING.

MR. EDITOR: Will you have the kindness to publish the following Rules for Teaching? Do they not include every thing necessary to make the successful teacher? Mr. Hill, the Superintendent of Pub-

lic Instruction in England, had published in a circular a statement that the principles of teaching were now so well understood that further instruction upon the subject seemed unnecessary. A gentleman in New York wrote to him, asking him to present those principles in the simplest form possible. They are given below, as he presented them:

1. Never attempt to teach what you do not perfectly understand.
2. Never tell a child what you can make that child tell you.
3. Never give a piece of information unless you call for it again.
4. Never use a hard word where an easy one will answer.
5. Never make a rule that you do not rigidly enforce.
6. Never give an unnecessary command.
7. Never permit a child to remain in the class without something to do.

Comment is unnecessary. These seven rules are the embodiment of the theory of teaching. Let them be engraven upon the memory of every teacher.

G. P. B.

Indiana School Journal.

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## M A T H E M A T I C A L .

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SOLUTIONS—54.  $\frac{1}{5}$  of 65 is 13,  $\frac{3}{5}$  is 3 times 13, which is 39;  $\frac{1}{3}$  of 39 is 13,  $\frac{2}{3}$  is 2 times 13, which is 26. If 26 is  $\frac{1}{7}$  of  $\frac{2}{9}$ ,  $\frac{7}{9}$  of  $\frac{2}{9}$  is 7 times 26, which is 182; if 182 is  $\frac{2}{9}$ ,  $\frac{1}{9}$  is  $\frac{1}{2}$  of 182, which is 91, and  $\frac{9}{9}$  is 9 times 91, which is 819. If 819 is 9 times B's age, his age is  $\frac{1}{9}$  of 819, which is 91. N.

55. The series of odd numbers alternates with the series of even numbers, the common difference in either series being 2. Every even number is a multiple of 2, and every third one in the series of even numbers is also a multiple of 3. Any odd number (except 1) may be regarded as the sum of any smaller odd number and 2 or some multiple of 2, and any three successive odd numbers (omitting 1 and 3) may be regarded, therefore, as the sum of 3 and three successive multiples of 2; but one of these multiples of 2 must be also a multiple of 3; and if 3 be added to it it will still be a multiple of 3: hence there can not be three in succession of the series of odd numbers (disregarding 1 and 3) all of which will be prime. N.

J. J. C., of Chatham, sends solutions of 47 and 50; Ulysses of 55.

The reference to *Gould's Astronomical Journal*, in the July Teacher, page 228, line 9, should have been to Volume II.

PROBLEMS.—58. A and B at the same time gave their respective notes for an equal sum of money, and they are to have the same



length of time in which to pay them. A agrees to pay \$500 and B \$600 at the *end* of every year. Required the number of payments, and the sum for which they gave their notes. JAKOBUS.

59. There are 2 square orchards. In one all are old trees; in the other all are young. All of the old trees and one row of the young trees—45—are winter apples. All the young trees and one row of the old trees—87—are grafted fruit. How many rows of trees are there in each orchard? ETHAN CRANDALL.

60. A man at his death, having a daughter in France, and a son in Russia, willed, if his daughter returned and not the son, that the widow should have four-fifths of the estate; and if the son returned and not the daughter, that the widow should receive one-fifth of the estate. They both returned, by which the widow lost, in equity, \$5,760 more than if only the daughter had returned. Required the whole estate, and the share each received by the will. M. J.

61. What is the entire surface of a grindstone  $\frac{1}{4}$  feet in diameter and 6 inches thick? F.

## OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION, }  
*Springfield, Ill., July 18, 1863.* }

### STATE DIPLOMAS.

STATE DIPLOMAS will be issued from the office of Public Instruction in Springfield, at any time, to teachers of excellent moral and professional character. Applicants for diplomas will be required, in advance of the examination prescribed by law, to furnish the most unequivocal evidences of moral character, and of eminent success in teaching, in the form of written certificates, signed by persons of known integrity and responsibility. These vouchers of personal character and professional success must accredit the bearer as possessing an irreproachable reputation, and as having taught with marked success at least three years. A three-years term of active teaching service, it is believed, will sufficiently test the skill and ability of the candidate in teaching and governing a school, and the success or failure attending the efforts of the teacher during the specified term of probation will effectually settle the question of his *fitness to teach*. The appointment of a longer term would hardly secure a more satisfactory test, while it would withhold, for a time, the honors and ad-

vantages of a State license from worthy aspirants; and the appointment of a shorter term would tend to cheapen the value of the State Diploma, by placing it too frequently in the hands of the unqualified and inexperienced. It is desirable that one year of the candidate's teaching experience shall have been obtained in the schools of Illinois, though this is not made a peremptory condition.

The applicant will be required to pass a thorough and critical examination in all the branches specified in Sec. 50 of the School Law, viz: Orthography, Reading in English, Penmanship, Arithmetic, English Grammar, Modern Geography, and History of the United States. In addition to these, the candidate will be examined in the elements of Algebra and of Geometry, and in the Principles and Practice of Teaching. The examinations will be conducted fairly and courteously, with a view to ascertain definitely the candidate's knowledge of the essential principles and facts involved in the various subjects embraced in the course.

I desire to restate, in the following language of my predecessor, the motives which should influence teachers to avail themselves of the honors and benefits conferred by the State Diploma:

"1. The State Certificate is a legal and perpetual license to the holder to teach in any school-district in the State. It supersedes the necessity of any subsequent examination by school commissioners. (*Vide* § 50, Act of 1861.)

"2. The State Certificate, being the highest official recommendation of the holder, as a teacher, to the confidence of the public, known to the law, is an important aid in securing the most eligible and lucrative positions in the public schools of the State.

"3. The State Certificate is awarded only upon conclusive evidence of moral worth, thorough scholarship, and distinguished professional ability; its attainment is therefore worthy of any teacher's generous ambition, and confers rank and position in the best circles of the Profession.

"4. The State Certificate was authorized by the General Assembly to be granted to eminent practical teachers, as a public recognition of theirs as a distinct and honorable Profession; as an incentive to the best minds in the State to become and remain teachers; as a means of inspiring them to greater hopefulness, devotedness, and enthusiasm, and of inciting to the attainment of the highest professional excellence and skill; and therefore,

"5. The teachers of the State owe it to themselves to respond promptly and heartily to the invitation of the legislature, and to strive to deserve and obtain the distinction so wisely and generously proffered. They owe this to the vocation of their choice; to the sentiment of self-respect and professional pride; to the urgent claims of our common schools; to the grand idea of a generation of virtuous, intelligent freemen; to the voice of patriotism, humanity, and religion, warning us not to neglect the education of our children."

JOHN P. BROOKS, Sup't Public Instruction.

## EDITORS' TABLE.

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### EDITORS' CHAIR.

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**NATIONAL TEACHERS' ASSOCIATION.**—The Annual Meeting of this Association will be held in Chicago, in Bryan Hall, commencing August 5, at 10 o'clock A. M., and continue three days. The teachers of Chicago have engaged to provide free entertainment for all the ladies who attend the meeting; and the proprietors of several of the hotels have engaged to make a reduction of fifty cents a day in their charges to members in attendance at the meeting.

Lectures will be delivered and papers read by some of the most prominent educators of the country, embracing the President of the Association, J. D. Philbrick, Esq., Superintendent of Schools, Boston; President Hill, of Harvard University; Henry Barnard, LL.D., of Hartford, Conn.; E. A. Sheldon, Esq., Superintendent of Schools, Oswego, N. Y.; Hon. J. L. Pickard, State Superintendent of Schools, Madison, Wisconsin; Hon. J. M. Gregory, State Superintendent of Schools, Lansing, Michigan, and others.

The Board of Education of Chicago invite teachers and others in attendance to make their headquarters at the rooms of the Board, No. 76 LaSalle street, opposite the Court-House.

It will assist the Reception Committee in their labors if the names of those for whom places are to be provided can be sent to either member of the committee several days before the meeting. The committee will be in attendance at the rooms of the Board of Education on the morning of the 5th, and at other times, and all persons attending the meeting are desired to report themselves immediately on their arrival.

**Reception Committee.**—Samuel A. Briggs, Samuel H. White, and F. S. Heywood. Post-office box 3895.

Information respecting railroad facilities in the Eastern States can be obtained of W. E. Sheldon, Esq., West Newton, Mass; in the Middle States, of James Cruikshank, LL.D., Albany, N. Y.; in the Southeastern States, of Dr. J. N. McJilton, Baltimore, Md.

Members of the Association, and those becoming members during the session, who pay full fare over the following roads, will receive free return tickets over the same roads:

- |   |                                       |
|---|---------------------------------------|
| 1. St. Louis, Alton and Chicago R.R. Tickets good to August 9, inclusive.   |                                       |
| 2. Logansport, Peoria and Burlington R.R. (from Logansport, Ind., to Peoria, Illinois). Tickets good to August 10, inclusive. |                                       |
| 3. Galena & Chicago Union R.R.  | } Tickets good to Aug. 13, inclusive. |
| 4. Dixon & Iowa Central R.R.  |                                       |
| 5. Chicago, Iowa & Nebraska R.R.  |                                       |
| 6. Cedar Rapids & Missouri River R.R.   |                                       |
| 7. Elgin & State Line R.R.  |                                       |
| 8. Beloit & Madison R.R.  |                                       |

9. Chicago and Northwestern R.R. }  
 10. Kenosha & Rockford R.R. } Tickets good to Aug. 13, inclusive.  
 11. Chicago & Milwaukee R.R. }  
 12. Cincinnati & Chicago Air Line R.R., and several connecting roads. Tickets good to September 1st.  
 13. Peru & Indianapolis R.R. Tickets good to September 1st.  
 14. Jeffersonville R.R. Tickets good to September 1st.  
 15. From Cincinnati, Lafayette and Indianapolis, by Indianapolis and Cincinnati R.R., Lafayette and Indianapolis R.R., Louisville, New Albany and Chicago R.R., and Michigan Central R.R. from Michigan City to Chicago. Tickets good to Sept. 1.

16. Michigan Southern R.R., to those paying full *local fare* over this road. Passengers traveling on *through* tickets to Chicago will not be entitled to free return over the Michigan Southern Road. This privilege is granted to those *only* who pay *local fare* over this road.

17. Tickets for the round trip, from Boston and all points on the Vermont Central route, by Vermont Central and Ogdensburg, thence by Grand Trunk to Port Sarnia, thence by steamer through Lake Huron, Straits of Mackinaw, and Lake Michigan, to Chicago and back, including berth and meals on the steamer, \$20. Tickets good from July 21st to Sept. 1st.

The Annual Meeting of the American Normal Association will also be held in Chicago at some time during the sessions of the National Teachers' Association. Information respecting this meeting can be obtained of the President, Richard Edwards, Esq., Principal of the Normal University, Bloomington, Illinois.

July, 1863. W. H. WELLS, CHICAGO, ILL., }  
 I. STONE, JR., KENOSHA, WIS., } *Western Committee.*

INDIANA.—The Biennial Report of the Superintendent of Public Instruction for the State of Indiana, 1861 and 1862, by Samuel L. Rugg, is received. By this report we learn that the whole number of children in the state between the ages of 5 and 21 is 528,583. The number enrolled in the primary schools, 273,459; the number registered in the high schools, 7,318; the number attending private schools, 39,658. These include, of course, children under 5 and persons over 21. Taking, then, the sum of all in attendance upon school for the year, we have 320,435, which subtracted from the whole number in the state leaves 208,148 who were not in school for the year a single day. Supposing a large number of these in business, a considerable portion under home training, some sick and disabled, and many too little to walk to school, — in all say two-thirds are absent for some good reason, — we then have an army of youth amounting to 69,382, who might have availed themselves of some school instruction, who did not enter a school during the year. Surely there is great cause for alarm in this great delinquency. They who pay tax for education pay it in reply to this argument: It is cheaper to build school-houses than prisons; it is more humane, more in accordance with the spirit of the age. We tax our property for educational purposes that our persons may be safe and the remainder of our possessions secure; and while we do this the ignorant and vicious and vile — those for whom the provision is specially created — refuse to send their children, and thus have them grow up to do our voting, and compose our mobs. We must educate or restrict the political power of the ignorant and degraded.

The superintendent directs attention to the fact that in 1861 \$69,359.25 was derived from the license of liquor-shops, while in 1862 \$19,932.72 less than the preceding was obtained. This great falling-off he attributes not to the fact that there were fewer places to sell, or a smaller amount of the ardent sold, but to the fact that there was less care in the collection. He thinks that, if attention were paid to the subject, \$175,000 might be realized in stead of the \$49,000 collected last year for the schools. *Query* — Has the amount of the traffic any thing to do with the 69,382 children who are not in school?

The superintendent urges strongly for the establishment of a State Normal School, argues for the support of Township Libraries, and speaks an encouraging word for the *Indiana School Journal*.



**OSWEGO TRAINING SCHOOL.**—A new impulse will doubtless be given to this institution under the provision of an act passed by the last legislature. It provides that "The treasurer shall pay annually for two years, on the warrant of the comptroller, to the order of the superintendent of public instruction, the sum of three thousand dollars, for the support of a training school in the city of Oswego for the preparation of primary teachers for the common schools of this state; provided that the citizens or board of education in said city shall, within one year from the passage of this act, provide the necessary buildings, grounds, and other accommodations and appliances for such schools, as directed by the superintendent of public instruction; and provided, further, that there shall be instructed in said school, for a period of at least forty weeks in each year, not less than fifty teachers designing to teach in the common schools of this state; and provided, further, that each of the senatorial districts of this state shall respectively be entitled to send annually to said training school two first-class teachers each, to be appointed by the state superintendent of public instruction, after they have been duly recommended by two county school commissioners or by a city superintendent of schools residing in the district from which the appointment is to be made; and all teachers thus appointed to said training school may receive instruction and training in every thing that is taught in said school, free of charge for tuition."

The school is to be subject to the supervision of the superintendent of public instruction; and the board of education of the city of Oswego and the secretary of the board constitute the executive committee, their acts to be subject to the approval of the state superintendent.

We are not informed when the school is to commence operations under the preceding provisions, but presume that Mr. Sheldon will leave nothing undone to secure a speedy compliance with the provisions of the act.

New-York Teacher.

**NEW YORK.**—The Ninth Annual Report of the Superintendent of Public Instruction of the State of New York, Hon. V. M. Rice, has been received. The volume contains 412 pages, composed of statistics, and the Reports of the State Superintendent and the School Commissioners of the Counties.

While we write a terrific riot is in progress in the city of New York. Many persons have been killed and much property destroyed. Capt. Kennedy, Superintendent of Police, is reported mortally wounded, Col. O'Brien hung to a lamp-post, and Mayor Opdyke's house burned. It is a well-known fact that the larger portion of the rioters engaged in all the tumults that have occurred in our cities are young men and boys. It is presumed that this mob is not an exception to the rule. A review of the Report of the Superintendent of Public Instruction will reveal one cause at least of this terrible violation of law and order.

There are in the city of New York 250,000 persons between the ages of 4 and 21. Of these there are registered in all the public schools 192,684. We will suppose 5,000 to be in training in the private schools, which amounts to 197,684 pupils in school. Taking this last number from the whole we find 52,316 who are not in school during the year. Suppose that two-thirds of these are away from school for good and sufficient reasons, and we have then a little army of 17,438 persons who do not go to school, and for whom no excuse can be assigned except indisposition to come under any restraint. It may be safe to divide the last number equally for the sexes, and we then find a mob of 8,719 youth ready to follow the counsels of older and more crafty leaders in any scheme of violence, outrage, or villainy, that offers a gratification to their uncultivated desires. But it must not be supposed that 197,684 pupils have been in regular attendance; far from it; they are all that are *enrolled* upon the school-registers. In this city, out of the number last indicated, 35,317 were in school less than two months, and 67,143 were in less than four, while the schools were in operation for a period of ten months. In fact, the total average attendance in the public schools is less than forty per cent. If this is not alarming to the patriot and the philanthropist, then we can conceive no cause of alarm in any thing that portends a calamity.

But now we will turn to the statistics of the state at large. There are 1,322,•

823 persons in the state between the ages of 4 and 21; of these 892,550 were registered as having entered the public schools, and 47,374 enrolled in the private schools during the year. Suppose there were 60,000 in the private schools, as the enumeration in that item is claimed by the superintendent, and then taking the sum of these numbers we find 952,550 in course of instruction. If we take the difference between those in the schools and those who may be, we have 363,273. Supposing that from various good reasons two-thirds of these are detained, we then have 121,091 idlers, who will soon fit themselves in the schools of the street for a life of vagrancy and vice. And here we must not be deceived, for of the 892,550 pupils enrolled in the public schools, 217,941 were in for a less time than two months, and 459,792 were at school less than four months.

We hold, then, if education in the public schools is a preventive of crime, that more will have to be accomplished for the masses, or the republican system of government will have to be modified to be a success. We can not endure the great pressure which ignorance and vice are laying upon our system. If the people rule, then the people must be prepared by a course of training for that responsible duty. *We must educate.*

From the Report we gather that the township library experiment is a practical failure. We never had any faith in the project, and it has only taken time to confirm our views. In some instances the libraries are carefully kept and highly prized, but that we may not misrepresent the case we quote: "In order to form some definite opinion upon this subject, the undersigned called upon the school-commissioners to report to him the condition of the libraries and the extent to which they are used. The nearly uniform reply was that they are little used, and in many districts the books are so worn that the library money annually received is not sufficient to replace them by others." Libraries, under such circumstances as they are usually found in the common schools are a great prize — at first — as a child's toy, and are cast aside about as soon.

The State Normal School is spoken of in very commendatory terms, and the suggestion is made that other schools of a similar character should be established to supply the great demand for professionally-educated teachers.

Teachers' Institutes are highly commended, and the *New-York Teacher* is again presented as worthy of some support for disseminating valuable practical knowledge among teachers and people.

One recommendation of the superintendent we highly approve, and that is that all the schools be made FREE, with no troublesome rate-bills to annoy the poor and drive them from the schools. Our doctrine is, make the means for education as free as air, as attractive as pure water to a thirsty soul, and let all come to partake; and when every inducement fails to bring all within its beneficent influence, then let such means be taken as will compel every child in the land that he be made a good and valuable citizen.

OBJECT LESSONS.—While traveling, says B. Jaeger, Professor of Zoölogy and Botany in the College of New-Jersey, in Russian Poland thirty-six years ago, we visited the highly-accomplished Countess Ragowski, at her country residence, when she exhibited her fine, scientifically-arranged collection of butterflies and other insects, and told us that she had personally instructed her children in Botany, History, and Geography, by means of her entomological cabinet. To convince us of the truth of her assertion, she sent for her little daughter, and requested me to question her on the subject, at the same time bidding the child tell us what she knew about the insects in the cabinet. That little child, only 11 years old, very modestly addressed us in French, saying, "You see, sir, many butterflies and moths in this cabinet, of which I shall tell you what I know." We asked her what she knew about a certain magnificent butterfly which glistened in one of the boxes like polished silver, covered with the most beautiful ultra-marine color. She replied "That handsome insect is called *Menelaus*, and is a native of South-America. Its caterpillar lives on the Sapodilla tree (*Achras Sapota*)—a branch of which we have in our herbarium, but the fruit of which is unknown to me. Oh, will you not bring or send me some when you go to America?" And so that interesting child went on and related to us the history

of Menelaus, and the Trojan war, and told us too the history, geography, and natural productions, of the country of which the insect was a native; and all this knowledge she had gained, under the guidance of her mother, through that entomological cabinet.

When she had finished, her mother said "Now, sir, do you not think that even a small cabinet of Natural History furnishes a great amount of knowledge, and for both old and young provides abundant material for entertaining and instructive conversation? As for me," she continued, "I consider this noble science as the Philosopher's *spiritus familiaris*, who snatches the false face from the sophist and the atheist, and makes him believe in, kneel down, and adore the omnipotence of the Almighty."

**HISTORY OF EDUCATION IN ILLINOIS.**—A friend writes us "For many years I have watched the *Teacher* to see something about the History of Education in Illinois; something about the schools of the early French and other settlers; the introduction of a general school system, and its various changes up to the present time—but have not yet seen it in any of its pages. There are doubtless many who could furnish all of this history, who before long will be gone, and much that is interesting lost."

It would give us great pleasure to publish such reminiscences if properly prepared, and we hope that any fragmentary notices will be sent in, that in future they may be collated for reference. We observe that such a book has been published in Indiana, and is recommended by Superintendent Rugg as one of the books which should be purchased for each district by public funds. Illinois should have just such a history.

**THE KANSAS AGRICULTURAL COLLEGE.**—The Blue Mount College Association of Kansas has given that state twenty thousand dollars' worth of property—a hundred acres of land and a fine college building with library and apparatus. This gift completes the bargain by which this becomes the Agricultural College of the State of Kansas, endowed with 90,000 acres of land, most of which is already selected by the commissioners appointed for that purpose. Kansas is the first state to put into operation a college thus endowed, under the bill which passed Congress a year ago.

**THE IOWA STATE TEACHERS' ASSOCIATION** will hold its next annual meeting in Grinnell, to continue three days, commencing on the 18th August. This town is at the termination of the Mississippi and Missouri R.R., and is the seat of Iowa College. Teachers of Illinois who desire a pleasant summer excursion over the rolling prairies of Iowa can find no better opportunity than this. We are informed that return tickets will be given from Grinnell to Davenport to all who attend the Association.

**NEW YORK STATE TEACHERS' ASSOCIATION.**—The eighteenth annual meeting of this body was held in the City of Troy, for three days, commencing July 28th. The programme of exercises was, as usual, interesting and profitable.

**GERMAN AND ENGLISH.**—A lady, a graduate of one of the leading Seminaries of Ohio, with considerable experience in teaching, and having taught a German and English school a year, wishes a situation in a seminary or public school. Ample testimonials furnished. Address

MARY ATWATER, Mantua Station, Ohio.

**BOOKS RECEIVED.**—We have received, too late for notice this month, from Charles Scribner, Sheldon's *Lessons on Objects*; from Barnes & Burr, Davies's *Elements of Written Arithmetic*. They will have attention in our next.

**OUR ADVERTISING SHEETS.**—In this number of the *Teacher* will be found new advertisements from Wm. Wood & Co., G. & C. Merriam, and Moore & Nims. To these, as well as to the advertisements heretofore inserted, we ask the special attention of our readers.

## LOCAL INTELLIGENCE.

## CHICAGO.

**THE UNIVERSITY OF CHICAGO.**—The exercises of Commencement week were introduced by the Freshman Prize Declamations at the First Baptist Church, on Tuesday evening, June 30. Eleven young gentlemen took part in the exercises, acquitting themselves generally with much credit. The first Griggs prize was awarded to Edward S. Graham, of Pittsfield; and the second to Frederic A. Smith, of Jefferson: the first Keen prize to E. B. White, of Kewanee; and the second to J. Rowley, Louisville.

The oration before the Athenæum Literary Society was delivered by E. B. McCagg, Esq., of Chicago.

The Commencement exercises proper occurred on Wednesday afternoon, July 1, at Bryan Hall. These consisted of orations by the members of the graduating class, an address by Prof. Booth, Dean of the Law Faculty, and the conferring of degrees by President Burroughs. The Degree of Bachelor of Laws was conferred on William H. Avery, Dennis J. Hogan, Oliver H. Horton, Elihu Parks, Duncan T. McIntyre, Robert Doyle, Chas. H. Brown, Ezekiah R. Benson, Edward F. Price, Wm. K. Wells, and John W. Kreamer.

The Degree of Bachelor of Science was conferred upon Temple S. Hoyne, of Chicago; and Bachelor of Arts upon Nicholas J. Aylesworth, of Barrington.

The President also announced the following honorary degrees: Master of Arts to Prof. Rodney A. Welsh, of Chicago; Prof. Hewett, of the State Normal University; and Dr. S. Hatch, of Chicago. Doctor of Divinity to Rev. Justus Bulkley, of Carrollton, Ill.; and Rev. John Aldis, of Redding, England.

Immediately after the audience had dispersed the trustees held a meeting, W. B. Ogden, Esq., in the chair. Resolutions were passed expressive of respect for the late Hon. George Manierre (who was one of the Board of Trustees), and for the late Prof. Edwin C. Johnson (the first loss from the Faculty by death).

**THE NORTHWESTERN FEMALE COLLEGE.**—The eighth anniversary exercises of this institution were held at Evanston, June 30, and July 1. They consisted of a Floral Concert under the direction of Mrs. Mary R. Lansing, the teacher of Instrumental Music; of the Annual Address by Rev. T. M. Eddy, of Chicago; and the Commencement exercises. The graduating class numbered seven young ladies: Mary F. Bishop, of Oregon, Wis.; Aurelia M. Ferry, Cornelia S. Ferry, Waukegan; D. Louisa Gamble, Harriet A. DeCoudres, Evanston; Frank A. Harvey, Jennie Wheeler, Elgin. The whole number of students attending during the year was 73. Rev. W. P. Jones, A.M., is the President.

**DEARBORN SEMINARY (CHICAGO).**—This institution, one of the oldest of the kind in the city, held its closing exercises July 2, at the Seminary on Wabash Avenue. The school was started seven years ago as a stock institution, and the first year was a failure in both an educational and financial point of view. The second year Z. Grover, A.M., the present principal, for many previous years the successful principal of the 2d Ward Grammar School in Providence, R.I., took charge of the institution, and has successfully conducted it to the present time. Some time since the original corporation ceased to exercise its functions, and the school passed wholly into Mr. Grover's hands. He has now succeeded in securing a lease of the property for five years, and will be able to render the institution even more worthy of the good opinion of its patrons.

The average number of students during the past three years has exceeded one hundred, while the catalogue number during the last year reaches 137, divided as follows: Collegiate Department, 46; Intermediate, 49; Primary, 31.

The graduating class numbers 11, and consists of the following young ladies: Mary S. Bicknell, Elizabeth W. Church, M. Jennie Gudgeon, Emma F. Haines, Arabella B. Hoge, Frances E. Jones, Helen McQueen, Harriet H. Mason, Martha



E. Sharp, and Mary A. Talcott, all of Chicago; and Mary E. Ten Broeke, of Vergennes, Vt.

The graduating exercises consisted of the reading of compositions by the class, the presentation of diplomas by the principal, and an address by Rev. C. B. Thomas.

**PALMER'S ACADEMY.**—The exercises closing another most successful year of this academy for both sexes occurred on the evening of July 2. They consisted of essays, declamations, dialogues, and music. Mr. Palmer was formerly principal of one of the public schools of Belvidere. Coming to the city only three years since, he found his rooms, one year ago, too small, and built, during the vacation, the large and conveniently arranged building he now occupies. Pupils have now crowded upon him to such an extent, that he finds himself obliged to add another spacious room for the use of his Primary Department. With such success, Mr. Palmer could hardly be persuaded to resume his position at the head of a public school.

**THE PUBLIC SCHOOLS.**—The primary departments of the City Schools closed on Thursday afternoon, July 9. The closing exercises of the Grammar classes occurred on Friday morning, July 10. Parents and friends attended in great numbers, crowding the rooms to repletion, and the various programmes were of a high order of merit. The school-rooms were profusely decorated with flags, wreaths, mottoes, paintings, etc.

In accordance with the donation of Bryant, Bell & Stratton of four years ago, one of the pupils in the Masters' Division of each school is entitled to a life scholarship in their Commercial College. The following are the awards made at the close of the exercises: *Dearborn*, Jonathan W. Brooks; *Jones*, Louisa J. Dickinson; *Scammon*, Warren E. Turbec; *Kinzie*, Margaret Riley; *Franklin*, Sarah Hannah; *Washington*, Abbie C. Boynton; *Moseley*, Mattie W. Stanley; *Brown*, William P. Jewett; *Foster*, Mary Grace Godwin; *Ogden*, Rosalce E. Deling; *Newberry*, Mary Daly; *School No. 12*, Robert A. Hintze; *Skinner*, Mary Boyden; *Haven*, Margaret V. O'Brien.

The fifty medals accruing from the interest on the Foster Medal Fund—established in 1857—were distributed as follows, the recipients being indicated by the principal, in accordance with his general average, and, in most of the schools, being presented by the committee on that school at the close of the exercises: *Dearborn*, Mary M. Calhoun, Clara E. Sanburn, Mary R. Jenks, John J. Flanders; *Jones*, M. Annette Pote, Ella Gertrude Clifford, Anna H. Maddy, Melissa J. Denman; *Scammon*, Jane M. Hart, Ann E. Dinnen, Julia A. Parker; *Kinzie*, Louisa Muhlke, Annie Deverman, Emeline Palmer; *Franklin*, Lizzie Crawford, Frank Weber, Agnes Magee; *Washington*, Fanny L. Johns, Wilhelmina R. Ryder, Ella A. Bankson; *Moseley*, Anna E. Vreeland, Georgia S. Richards, Olive M. Eddy, Mary Hart, Laura Smith; *Brown*, Rollin J. Reeves, Frank F. Jewett, Isabel Birney, S. Elizabeth Jewett; *Foster*, Traugott C. Diener, John E. Pullen, Hannah M. Mortensen, Henrietta Nelson, Charles R. Whitman; *Ogden*, L. Florence Horne, Maggie E. Burns, Edith D. Cox; *Newberry*, Christine Kemper, Emily Owen, Emily Mahoney; *No. Twelve*, Julia Labhart; *Skinner*, Cornelia Phelps, Mary M. Brainard, Mary E. Morse, Amelia S. Patten, Etta E. Dales, Caroline L. Sleeper, Gertrude E. Hatch; *Haven*, Frances V. Hovey, Francelia Colby, Mary E. Frisbee.

The graduating exercises of the High School occurred on Friday afternoon.

As early as one o'clock an immense crowd of ladies thronged the entrance to Bryan Hall, all eager to obtain desirable seats for witnessing the exercises of the afternoon.

Before the time appointed for the exhibition to commence the large hall was completely crowded with the parents, friends and pupils of the public schools. All the available space in the galleries, the stairways and aisles was occupied, and a large number, being unable to find standing-room, were compelled to return home disappointed.

The platform was occupied by the graduating class and teachers of the High School, teachers of the Public Schools, members of the Board of Education, and the Light Guard Band.

The exercises consisted of eleven essays and declamations by members of the graduating class, interspersed with music, followed by the presentation of prizes, diplomas, etc., by Philo Carpenter, Esq., acting President of the Board.

The closing event of the afternoon, and one not down on the programme, was the presentation of her diploma, by Hon. John Wentworth, Chairman of the Committee on the High School, to Miss Mary E. Mann, a colored girl, and one of the Normal graduates, who had been excluded from the platform and participation in the exercises, by her associates of the Classical and General Departments, and their teachers.

The following are the names of graduates, with the standing of each:

*Classical Department.*—James M. Allen, 95.9; Walter Newton, 97.2; Willett M. Vernon, 96.8; Ambrose S. Wright, 98.2.

*General Department.*—Mary L. Ball, 97.5; C. Addie Brown, 97.2; Beverly R. Chambers, 93.6; Jennie Fennimore, 95.1; Elizabeth Haven, 97.8; Geo. Hutchinson, 96.5; Annie Kerr, 96.4; Augusta E. La Bonty, 94.5; Annie A. Light, 98.8; Isabella J. Willard, 95.2; Maggie Lynch, 98.5; Edna A. Meacham, 95.7; Ella E. Parsons, 93.2; Frank A. Parsons, 92.6; Fannie M. Prouty, 97.0; Constance Saltonstall, 98.4; Hannah Silverman, 94.6; Margaret S. Simpson, 98.4; Jessie L. Slee, 94.9.

*Normal Department.*—Caroline S. Aspinwall, 97.6; Julia Banyan, 97.2; Hattie A. Briggs, 95.6; Laura E. Caster, 95.1; Elizabeth Cole, 96.2; Jane Culver, 97.8; Ada Dorsett, 93.4; Virginia T. Dupuy, 96.5; Mary A. Evans, 95.7; Elizabeth G. Farrell, 95.1; Mary D. Green, 99.1; Lizzie R. Hatch, 99; Roxana Hazleton, 98.1; Clara L. Lane, 95.2; Sara S. Lane, 96.5; Mary E. Mann, 97.0; Ellen R. Melendy, 97.3; Hattie A. S. Miller, 97.6; Mary McNeil, 94.9; Anna E. McWade, 93.6; Anna C. Rich, 96.2; Frances A. Speer, 97.3.

The life membership in the Young Men's Association was presented to Mary D. Green, and the Bryant & Stratton scholarships to Annie A. Light and Roxana Hazleton.

The exercises of the week closed with the party at the Briggs House, given by the High School graduates. It was highly successful.

**THE BOARD OF EDUCATION.**—The regular meeting was held June 30,—President Newberry in the chair. Miss L. A. Kellogg was appointed principal of the colored school on Taylor street, with a salary of \$500. Miss J. T. Austin was appointed assistant in the High School, with a salary of \$400.

A communication was received from S. A. Briggs, B. R. Cutter, S. H. White, F. S. Heywood, J. J. Noble, E. L. Aiken, A. G. Lane, A. N. Merriman, G. W. Spofford, and J. Slocum, Principals of Schools, asking for an increase of salary, and assigning reasons therefor. Referred to Committee on Salaries.

Mr. Carpenter was elected Vice-President of the Board.

The Superintendent called the attention of the Board to the meeting of the National Teachers' Association, and the meeting of the American Normal Association, to be held in Chicago in August next.

Mr. Haven offered the following resolution, which was unanimously adopted:

*Resolved,* That this Board appoint a committee of three, of which the President shall be chairman, to coöperate with the Secretary in welcoming the members of the National Teachers' Association and the American Normal Association to Chicago, in securing gratuitous accommodations for the members as far as may be found practicable, and in extending to them the courtesies of the Board.

Messrs. Newberry, Haven, and Ryder, were appointed to constitute this committee.

Mr. Wentworth submitted the following resolution, which was adopted:

**WHEREAS,** Complaints are made that a portion of the text-books adopted by this Board are sectarian, and offensive to some of our citizens who are taxed for the support of our Public Schools, therefore,

*Resolved,* That the Committee on Text-Books be requested to inquire into the grounds of said complaints and report at the next regular meeting; and if, in their opinion, more immediate action of the Board be required, that they report at a special or adjourned meeting.

On motion of Mr. Holden, it was voted that the public examination of the primary departments be held on Thursday afternoon, July 9; and of the grammar departments on Friday afternoon, July 10; the medals and scholarships to be

awarded Friday forenoon; and that the primary departments be closed Thursday night, and the grammar departments Friday noon.

An adjourned meeting was held on Saturday, July 11.

The standard of scholarship being fixed, on motion of Mr. Sheahan, at 66, 159 scholars were admitted to the High School, apportioned among the several schools as follows:

	No. Examined.	No. Admitted.
Dearborn.....	22.....	16
Jones.....	42.....	14
Scammon.....	17.....	7
Kinzie.....	16.....	6
Franklin.....	4.....	4
Washington.....	13.....	6
Moseley.....	17.....	16
Brown.....	30.....	23
Foster.....	19.....	13
Ogden.....	19.....	12
Newberry.....	3.....	...
No. Twelve.....	5.....	2
Skinner.....	45.....	23
Haven.....	9.....	7
	261	159

At no previous examination have any averages reached 90. At this examination seven stood above that, viz: Edwin C. Williams (*Brown School*), 98; Frank F. Jewett (*Brown School*), 95; Laura N. Skaats (*Dearborn*), 92; Florence Horne (*Ogden*), 92; Mattie W. Stanley (*Moseley*), 91; Jennie Hatch (*Brown*), 91; Wm. P. Jewett (*Brown*), 91.

The Salary Committee presented two reports. The only difference between them was in the salary of the principals, the majority report of Messrs. Sheahan and Ward recommending \$1,000, and the minority report of Mr. Ryder \$1,100.

The recommendations of the committee were taken up and acted on as follows:

1. That the office of assistant principal of the primary departments in several of the schools be abolished. Adopted.

2. That salaries of head assistants be \$400 each, per annum. Adopted.

3. Principal of the colored school \$400 per annum. Adopted.

4. That the assistant teachers in the district schools during the first fourteen weeks be paid at the rate of \$300 per annum. For the first year thereafter, \$325; second, \$350; third, \$375; fourth and subsequently, \$400.

Mr. Moseley moved that the words "fourth year and subsequently" be stricken out, leaving \$375 as the maximum salary. After debate, the motion of Mr. Moseley was withdrawn, and the recommendation was adopted.

5. That one dollar per school month additional be paid to all the teachers employed in teaching pupils in ninth and tenth grades. Adopted.

6. That the salary of the principal in the High School be \$1,600; six male assistants at \$1,000 each; three female assistants at \$450 each. Adopted.

7. That the salaries of the principals in the district schools be as follows: Dearborn, Jones, Scammon, Kinzie, Franklin, Washington, Moseley, Brown, Foster, Ogden, Newberry, Skinner, and Haven schools, \$1,000 each.

Mr. Ryder moved to strike out \$1,000 and insert \$1,100, and after a long debate the amendment was lost — yeas 7, nays 7. The recommendation of the committee was agreed to.

8. Principal of No. 12, \$600; principal of Holstein school, \$360; principal of Bridgeport school, \$720. Adopted.

The Board then proceeded to ballot for principals of the district schools, with the following results: *Dearborn*, George D. Broomell; *Jones*, Willard Woodard; *Scammon*, no election; *Kinzie*, Jeremiah Slocum; *Franklin*, Albert G. Lane; *Washington*, B. R. Cutter; *Moseley*, S. A. Briggs; *Brown*, S. H. White; *Foster*, George W. Spofford; *Ogden*, F. S. Heywood; *Newberry*, C. C. Meserve; *No. 12*, A. H. Vanzwoll; *Skinner*, A. N. Merriman; *Haven*, J. J. Noble; *Bridgeport*, C. F. Babcock; *Holstein*, W. J. Duane; *S. Chicago*, R. Welch; *Taylor Street* (colored), Mary E. Mann.

The assistants in the several schools are, with two exceptions, the same as last year.

The Board then elected the teachers of the High School, as follows: *Principal*, George Howland; *Assistants*, E. C. Delano, George C. Clarke, James R. Dewey, George P. Wells, Osear Faulhaber, E. C. Porter, and Misses S. J. Ellithorp and J. F. Austin. One vacancy.

The Board then adjourned. Thirty-one young ladies, having passed a successful examination, were admitted July 15, to the Normal Department of the High School.

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#### STATE NORMAL UNIVERSITY ANNIVERSARY.

THE ANNUAL EXAMINATION of the classes in the Normal University took place on Tuesday, Wednesday, and Thursday, the 23d, 24th and 25th of June. The following account of the exercises is taken mainly from the report published in the *Bloomington Pantagraph*:

*Tuesday.*—The first hour's exercise was the examination of a class in Reading, under the supervision of President Edwards, the examiners being Mr. Metcalf and Miss Osband. The reading and the analysis of the sounds of the syllables pleased us much, bringing to our mind most forcibly the vast improvement on the old style as we were taught. The Phonetic writing of sentences that were to be analyzed we witnessed for the first time, and the advantage of that system in analyzing proved itself.

The second hour was occupied by class J in Mental and Analytical Arithmetic, under Prof. Metcalf—Prof. Hewett and Sewall being the examiners. They passed the ordeal with high honor, evincing a readiness and acquaintance with the questions propounded that it seemed to us could be rarely equaled. It was, in our estimation, one of the best sustained we heard.

The third hour was taken up by the examination of class G in Geography—Prof. Sewall—by Prof. Hewett. At the close of this examination a nice little thing occurred, viz: the presentation of a silver cup to Prof. Sewall, by a young lady in behalf of the class, accompanied by a beautiful little address. The whole thing was totally unexpected by the Professor, and took him so much by surprise that his feelings nearly overpowered him in attempting to reply. This class was examined with particularity, and stood the test readily, so as to fully show the minutiae to which the institution prosecutes the study of Geography.

The fourth hour was allotted to the class in Physical Geography—Prof. Hewett,—examined by Prof. Sewall. It made a splendid record of proficiency in that noble science, evincing a depth of research that many professors do not possess.

The fifth hour was taken up by the grammar Class F—Miss Osband,—which did themselves credit under a searching examination. At the close of this examination a beautiful vase was presented to their teacher, Miss Osband, by the pupils—a testimony at once of her excellence and the affection and respect of the class.

The sixth hour was devoted by the graduating class to an examination of the State School Laws, a very necessary thing for a teacher, and Book-Keeping.

We have thus given but a faint outline of what transpired in the main school-room of the Normal. Many other classes in various rooms were examined at the same time, and the report of visitors was to the same effect that we have given—it was *all* good.

In Prof. Child's Model School the examination is especially interesting this term. We are sorry we can not give particulars in his department to-day. Tomorrow, however, is the interesting season in the Model School, and we shall not fail.

*Wednesday.*—The most interesting features of to-day's examination belonged to the exercises of the Model School. The Primary Room was crowded with interested spectators all day, and the little folks acquitted themselves in a most satisfactory manner. At the close the teacher, Miss Ketcham, was made the recipient of a beautiful photograph album, a token of regard and remembrance from the little ones. The closing examinations were listened to in Mr. Child's room, and were, without exception, prompt, searching, and fully satisfactory. No one who witnessed them could have a doubt as to the merits of the school or



its teachers. In the afternoon all adjourned to the large hall, where two hours were spent in listening to the exhibition of the Senior Class of the Model School, the members of which are candidates for graduation one year hence. The speeches, essays, and singing, were all creditable and in good taste. At the close a little Miss stepped on to the platform and presented Mr. Childs with a fine cane—a gift from the little Misses of the school. Her presentation speech was in rhyme, which we give below:

"Kind Teacher, in all the glad year now passed by,  
We've usually tried to observe every rule,  
Quite sure that a glance of your vigilant eye  
Would note if we tried to be roguish in school.

"But students love mischief, and 'murder will out'.  
The term is now closed, so we'll tell you quite plain,—  
That you will forgive us we have n't a doubt—  
When your back has been turned, we have some times 'raised Cain'.

"Yes, we freely confess it; although in each breast  
A warm heart is beating, both loving and true,  
And we know you will never refuse our request  
To accept of this 'cane' we've been raising for you.

"Oh! take the gift, small though it be;  
On memory's shrine 't is gladly laid;  
Be long and bright the years you see  
Before your limbs shall need its aid."

Mr. Childs, to whom the gift was a complete surprise, replied in a few appropriate and hearty words. Short addresses followed from Hon. S. W. Moulton, President of the Board of Education; Hon. John P. Brooks, State Superintendent; and the Model School closed its annual exercises.

Nothing during the afternoon seemed to interest the audience more than the unique and entertaining Physical Exercises, or Free Gymnastics. The motions, which were admirably calculated to develop the muscles, were given with great vigor and in exact time to music.

The examination closed to-day at two o'clock p. m. Classes were examined in Rhetoric, Zoölogy, Trigonometry, and the Theory and Practice of Teaching. In Rhetoric the students proved themselves well posted, and came out with credit. We did not think, however, they stood the test so well in Zoölogy as in some of the other sciences, which may perhaps have been owing to their not being so far advanced.

Some of those who were examined in Trigonometry manifested an intimate acquaintance with the science, having evidently built their structure on a firm basis, a very necessary condition to success in that branch of Mathematics.

We were best pleased with that part of this day's examination which was devoted to the Theory and Art of Teaching. The class was very large, and as the subject was the end and aim of the Normal School, our attention was particularly directed to the manner in which they would sustain the trial. We can truly say that of this portion of their instruction they have availed themselves fully, and it is gratifying to know that the purpose of educating teachers for the State is being worthily carried out.

The exercises of the past three days have been of a character to convince all visitors that the system of education prevailing in the Normal University is one which is fully calculated to develop all the powers of the students, and while acquainting them fully and understandingly with the foundation and principles of true science, enables them also to transmit it to others.

THE COMMENCEMENT.—The Fourth Annual Commencement took place Friday, June 26th, at the Normal University, and although the weather looked forbidding, yet it did not deter an immense audience from assembling. The large hall, capable of holding 1,000 persons, was filled half an hour before the exercises began, and by the time they were fairly opened all the standing room was occupied, and a large number were clustered around the open doors.

The exercises were begun with an eloquent and appropriate prayer by the Rev.

Alfred Eddy; then came music, both vocal and instrumental; followed by an essay entitled 'Success and its Conditions', from Miss Sarah Frances Gove, of LaSalle county, Ill., which was a capital production.

The writer stated that certain conditions were necessary to entire success. She instanced Napoleon as a successful man in a military sense, but his triumphs were finally overshadowed by defeat and disaster, and his brilliant career was of no benefit to himself or mankind. She then contrasted the life of Washington with that of Napoleon, and showed the result of his labors to have been a true success, a satisfaction to himself, enabling the world to take a great stride forward in the path of human liberty. She also took the ground that although a man may not have great talent, yet if his character is of sterling worth he will command influence and respect; that the conditions of success were perseverance and labor, and that constant repetition is one of the main conditions of success. The artist, for illustration, only reaches facility of execution, and the bringing-forth of beautiful effects, by years of untiring repetition. Thus we shall only find the crown of success won by the industrious. Let the aspirants to true success be sure that their aim is high and noble, and then by constant industry they will reach the goal. Cheerfulness, patience, and hopefulness, with a tireless, eager, lofty aim, are the true requisites for success.

Miss Fuller, of Tazewell county, then read an essay of an energetic and original character, on 'The Duty of the Hour'.

The principal points were, that life is a series of successes and failures, only because it is a series of performances and non-performances. That the duty of the hour may seem but small, but it is a duty none the less, and we are working out a great purpose in fulfilling it; and that national character, like individual, is made up of duties which it is binding on us to fulfill if we desire progression and success.

The duty of the hour for the American is two-fold, to annihilate treason and to extend education. The one requires nerve and sinew, the other brain and energy. The writer then made an appeal to her fellow graduates, telling them the latter was their work.

Music was the next thing on the programme, after which came an oration by Wm. Dennis Hall, of LaSalle county—theme, 'Utility does not belong to the Material alone'. This was a sound and vigorous production, but lacked grace in delivery.

The next in order was an essay entitled 'The Hermit and the Man', by Miss Abbie Ripley Reynolds, of Pike county. The essay in question was a good general view of the fact that it is not good to cultivate specialties. In ancient times it was believed that all matter was evil, and for this reason it was deemed praiseworthy to mortify the flesh; but mankind has since learned that it is not the best way to elevate our natures, but that a rational gratification of innocent desire is far preferable. The writer stated that the highest development is a development of all the faculties; that a man only becomes a specialist by the cultivation of one, thereby leaving many noble talents to run riot or be lost. The world does not need specialists as much as it does whole-souled men, who can see and labor for the general good of the race. As an effect of the evil tendencies of specialties, the writer instanced the present condition of our country as suffering from a long-nursed specialty, etc., etc.

At the close of this essay came a song by the Normal class, after which was an oration entitled 'Loyalty', by John Henry Thompson, of McLean county, which was a fine effort, and met with repeated applause from the audience.

Next in order was an essay entitled 'The Heart of a Nation', by Miss Sarah Ann Stevenson, of Ogle county, which will rank high for power and originality. The grand point made was, that an individual is but the type of a nation, and that, like individuals, the nation possesses a heart. Thus, when we see a man doing his duty, we say he is more than a machine, and that he has a true and loving heart. When we see a nation moved by some grand, irresistible impulse, we behold the throbbings of the nation's heart.

The writer said that what constitutes a State is not its wealth or its laws and regulations, but it is the men, the master spirits. The sum of good for individual

life should constitute the nation's good, and should be the desirable point, the *summum bonum* to be attained. Each nation has an individuality, a character which is its especial distinctive mark. The formation of this national character engages a variety of forces. Home education is one of the great forces. When a boy leaves home to enter into the world, the state receives a good citizen or a traitor, a hero or a coward; he is not *made* afterward. Side by side with the home training stand the schools. It is the home training and the schools that give the American youth his character.

Speaking of the present state of national affairs, the writer said: "Nature is full of reserved forces, and when the exigency arises they are brought forth. It is a simple thing in time of peace for a citizen to erect his country's flag above his dwelling, but it is a grand thing for a Jasper to raise it when fallen amid the storms of war. Now the reserved forces are being brought forth, and the nation is becoming purified. The fountain must be pure to have pure streams. The true nation is that which makes use of *all* the means to purify itself."

After a beautiful song and chorus by the students, Mr. E. D. Harris, of Warren county, delivered the valedictory — a Poem, which was good and pertinent to the occasion, followed by the class-song of the graduates, and then came the awarding of diplomas.

In consequence of the necessary absence of the President of the State Board, President Edwards was delegated to bestow the diplomas.

In so doing he addressed a few words to the class. He said it was hardly time now, after a course of three years, to remedy any defect, if there might be one, or to impress a thought upon them — but what he had to say he had said often. He wished in those few last moments to impress fully upon their minds the dignity and consequence of their future occupation as teachers. He reminded them of the high and responsible character of their duties as directors of the youthful mind, and urged upon them the necessity of intellectual growth and perseverance — that such a course would throw a halo around any labor, however humble; and how much more, then, would it be the case with the teacher. He spoke of the necessity of constant and careful labor, and said the moment it ceased the individual ceased to be a teacher. He wished their course to be such that no reproach should be brought upon them, as too often had been the case with many teachers.

Much more was said by him which was beautiful and impressive, which we are forced to omit.

After the awarding of the diplomas, and prayer by the Rev. Mr. Munsell, the 'Roll of Honor' was made mention of, giving the number of Normal students and teachers who had entered the army — 106. A brief statement was made of the condition of the Normal Regiment, and the hardships they had to endure. It was then suggested that a collection be taken up for the benefit of the boys, and the funds, or the materials purchased with them, would be taken to Vicksburg by Capt. Norton, of the Normal Regiment. Two soldiers of the Normal were placed at each entrance of the hall, that those going out might contribute what they pleased. *Fifty-two dollars* was thus collected, and will be used as stated.

The audience was dismissed with a benediction, and thus ended the Fourth Commencement, the best, all things considered, that has yet graced the Normal.

We have been forced, from necessity, to omit many features of the Examination and Commencement that were excellent, but have given a general statement of the whole from the beginning.

The Fall Term begins Monday, September 7th, 1863.

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SPRINGFIELD SCHOOLS.—We have heard a cheering account of the closing exercises of these schools, under the superintendence of J. D. Low. The classes of all the schools indicated progress in all that constitutes the worth of schools.

The attendance is much better this year than last, being an increase upon the average from .86 to .946. From the list of questions presented the applicants to the High School, and the per cent. of correct answers required, it is evident that good work has been accomplished.

**FOR THE NORMAL REGIMENT.**—The teachers of Chicago have purchased a magnificent ensign (costing \$100), to be presented to the 33d Illinois (Normal) regiment, now in Vicksburg. This ensign is designed to replace one that the Chicago teachers presented to the regiment two years ago, and which has been returned in tatters from the battle-fields. George W. Spofford, principal of the Foster school, left Chicago Sunday evening, July 19, for Vicksburg, to present the ensign.

**A MERITED HONOR.**—Richard Edwards, formerly Assistant in the Bridgewater Normal School, subsequently Principal of the Salem Normal School, subsequently Principal of the St. Louis Normal School, and now Principal of the State Normal University at Bloomington, received the honorary degree of Master of Arts from Harvard College, at the late commencement. B.

**LEE COUNTY.**—The public schools of the villages of Sublette and Lee Centre, in Lee County, had a most joyous time in a joint celebration of the 4th of July. The occasion was one of peculiar interest and pleasure to all concerned. Short speeches, lively music, a splendid dinner, and lots of fun generally for young and old, characterized the meeting.

**THE CITY OF DECATUR,** contrary to her usual custom, has declared for a nine-months school, in stead of six, by a vote of 129 to 6. That is a good sign, and due, no doubt, to the energetic movement of the Principal, Mr. E. A. Gastman, who, with Miss Mary Baker as Assistant in the High School, will conduct the school for the coming year. Well done, Decatur.

**NORMAL UNIVERSITY TEACHERS' INSTITUTE.**—The teachers will remember that there will be a Teachers' Institute of four weeks' duration held at the Normal University, commencing on Monday the 14th of September, and open to all who may feel sufficient interest to attend. The exercises of the Institute will be conducted by the teachers of the University and other prominent friends of education who may be obtained for the work. Considerable time will be devoted to drill exercises in the elementary branches—in Object Teaching, etc. The programme will be arranged to present a thorough and systematic course of study; so that those who attend should commence at the beginning and continue to the close. We hope to hear of a large attendance.

**GALESBURG.**—We have received the Second Annual Report of the Superintendent of the Public Schools of Galesburg, Mr. Junius B. Roberts. The whole number of names registered during the year is 1264. The average number belonging is 738, while the daily attendance is 601. It appears that but little over half the number entitled to go to school avail themselves of the opportunity. This may, we have no doubt, be readily accounted for, since in this town are located two Colleges and a flourishing Female Seminary. The sad feature exhibited in this Report, which in this respect is no exception to the general rule of all our towns, is seen in the fact that of those enrolled 137 pupils, on an average, are absent every day, not counting those who stay away for only half a day. Surely there is great need of some form of compulsory attendance, that those who are ignorant and vicious may be compelled to receive the benefit provided for them by a liberal and enlightened public. There is no justice or equity in that law which taxes one citizen for the education of the children of another, and at the same time makes it entirely optional whether the money thus exacted and spent shall be made available. "We must educate," or witness the destruction of our present form of government. An ignorant people can never sustain a republican system.

The Course of Instruction adopted is that marked out in "Wells's Graded School." Mr. Roberts calls the attention of his teachers to one point in particular, which we commend to the attention of all interested. We can not do better than give it in his words:

"The scholars should be taught to display more energy and vigor in their class exercises. A habit of prompt and distinct utterance should by all means be secured in all exercises. There is nothing more inspiring to both scholars and teacher



than to have the responses in a recitation come out with a sharp, clear ring of the voice. Let it be fairly understood that no delinquency in the preparation of a lesson can be concealed by answering in a lazy undertone, and poorly-prepared lessons will soon become quite unfashionable."

**McDONOUGH COUNTY TEACHERS' ASSOCIATION.**—This body met at Prairie City, March 26th. Officers were elected as follows: President, John Barge; Vice-President, D. Branch; Secretary, O. E. Hughson; Treasurer, Mrs. S. F. W. Branch.

The exercise of spelling was introduced by T. Kendrick, and his method of teaching the same exemplified by calling a class.

In the evening an address by Mr. Worrell. An interesting exercise of reading, the principal elements of elocution being forcibly impressed upon the mind, by L. Y. Hays.

D. Branch, Geo. Litzenburg, and Miss Roberts, were appointed a committee to prepare by-laws for the Association. Adjourned.

*March 26th.*—Report of Committee on By-laws accepted, and by-laws adopted.

The exercise of reading was continued by Mr. Hays, followed by a long and eloquent discussion as to merits and demerits of rules for reading, and finally curtailed by the brilliant extract "She fed the old hen."

In the afternoon, mental arithmetic was brought forward, conducted by P. C. Stire, briefly exemplifying his manner of teaching the same.

Subject of grammar introduced by Miss H. M. Alden, followed by discussion as to the best grammar for district schools.

In the evening an instructive address by Prof. D. Branch. A very interesting essay was then read by Mrs. S. F. W. Branch.

A historical society was then organized, for the purpose of collecting curiosities and historical specimens. Adjourned.

*March 27th.*—Interesting essay by Mr. Parvin. Graded schools were advocated by Mr. Barge, and on his motion the following resolution was adopted:

*Resolved.* That a thorough gradation of schools in our cities and larger towns, and as far as practicable in country villages and rural districts, will greatly encourage the labors of teachers, and advance the interests and efficiency of our schools.

Written arithmetic was then brought forward by G. W. Riseley, and his method of teaching the same exemplified by a recitation.

In the afternoon Mr. Barge gave practical remarks and suggestions to the teachers and directors of McDonough county. He was requested to furnish a copy of his remarks to the editors of the county papers for publication.

The exercise of algebra was brought forward and conducted by Mr. Frisbee.

In the evening the Association listened to a lecture by L. Y. Hays.

Decided to hold the next meeting at Bushnell, on the third Tuesday in August.

Committee on Programme as follows: L. Y. Hays, Geo. Litzenberg, Miss H. A. Dean, Mrs. Ann Gould, Miss H. M. Alden, T. Kendrick.

Passed a vote of thanks to the trustees of the Academy for the use of their building during the meetings. Also to the citizens of Prairie City for the kindness and hospitality extended to the members of the Association.

The Secretary was requested to furnish a copy of the minutes to the county papers for publication. Adjourned.

O. E. HUGHSON, Sec'y.

**BLIND INSTITUTE.**—The Board of Trustees of the Illinois Institution for the Education of the Blind, having met at the institution on the 16th day of June, A.D. 1863, upon the day of the annual examination, and having been present thereat, adopted unanimously the following resolutions:

*Resolved,* That we have witnessed with pleasure and very great satisfaction the exercises of the Institution, under the charge of Dr. Joshua Rhoads and Mrs. Rhoads, assisted by the able and efficient teachers in the respective branches of study in this institution, and express our gratification at the proficiency shown by the pupils, and return our thanks to the principals and their assistants for their able management of the Institution during the past year, as shown by the progress of the pupils.

*Resolved,* That the foregoing be signed by the trustees present at this meeting, and we respectfully request the newspapers of Jacksonville, Springfield, and Chicago, and all other papers in the State friendly to this noble charity, to publish the foregoing.

MAT. STACY,  
E. B. HAWLY,  
WM. A. GRIMSHAW.

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# ILLINOIS TEACHER.

VOLUME IX.

SEPTEMBER, 1863.

NUMBER 9.

## P O S I T I O N . \*

BY DIO LEWIS, M.D.

IN its relation to the health of the chest organs this is an important subject. The throat and lungs are prejudicially affected by drooping shoulders. If you repeat a poem with the head and shoulders well drawn back, and again with the head and shoulders drooping, even one who has given no attention to the subject will at once detect a marked difference in the character of the voice. All advantageous exercise of the vocal organs involves spinal erectitude. What is true in this respect of the vocal apparatus in the throat is still more marked in its application to the muscles of respiration. When the shoulders fall forward, even slightly, the combination of muscular action involved in the processes of inspiration and expiration is changed.

To illustrate, let me speak of false positions seen in our schools. The desks are so constructed that the pupils must stoop; it is indispensable that the line of vision should form nearly a right angle with the surface of the book: but the page, as it lies upon the desk, is nearly horizontal; of course the face must be held nearly horizontal. This involves a serious departure from the normal attitude, in which the face is nearly perpendicular. The pupil may often be observed in the attempt to overcome this difficulty by placing something under the upper end of his book. When the pupil is using an atlas, or a slate, the evil becomes still greater; for not only must he hold his face nearly parallel with the surface of the atlas, to see the part nearest him, but when he would look at the farthest part of the page he must

\* *Weak Lungs, and How to make them Strong*, or, Diseases of the Organs of the Chest, with their Home Treatment by the Movement Cure. By Dio Lewis, M.D. Profusely Illustrated. 12mo. 300 pages. Boston: Ticknor & Fields. 1863. \$1.25.

carry his head a foot farther forward, involving a serious bending of his body.

As a teacher of gymnastics, I have been deeply concerned about this false position of the pupil. I have seen that all my attempts to cultivate an erect position in my pupils by a half-hour's gymnastic training daily, when during four or five hours they were sitting in this bent attitude, must prove a failure.

Within the last six years I have devised several means of overcoming this difficulty. One of these was discussed in a former work, the 'New Gymnastics for Men, Women, and Children'. Within the last two years I have invented and patented a book-holder which is, we all think, the long-sought-for cure. It is seen in Fig. 1. The ladder,

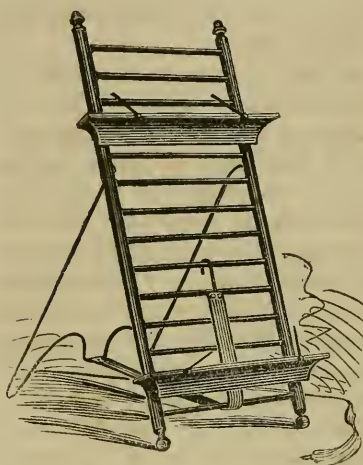


Fig. 1.

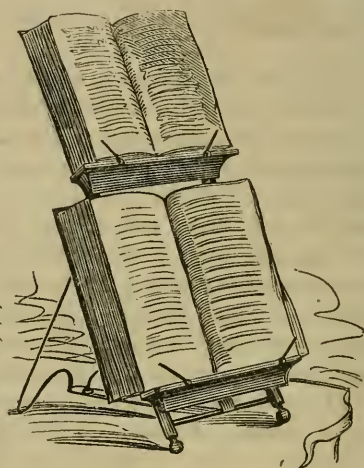


Fig. 2.

which is very strong, is sustained in position by a wire pall and strap, with hook, by which it is made more or less oblique at pleasure. The finger-bars hook on to the cross rounds, at any desired height. One or two books may be used. The fingers hold the books open. There is no hinge, the wire pall simply entering small holes in the side rounds. No device is less liable to get out of repair.

Fig. 2 shows the book-holder when supporting two books. The classical student finds in this invention the means of holding his reader and lexicon before his face, allowing him to rest against the chair-back.

Fig. 3 shows the position of the student when using the holder. Wherever introduced, it has given complete satisfaction.



N. T. Allen, Esq., principal of the large English and classical school at West-Newton, Mass., writes—



Fig. 3.

"The student's book-holder, invented by Dr. Dio Lewis, is in use on the ninety-six desks in my principal school-room. Stooping over the desk, which has heretofore proved a great evil in its influence upon the form and health of the pupil, is by this simple device rendered almost impossible. It is a beneficent invention which every true educator will desire to see universally introduced."

I could introduce numberless testimonies of a similar character.

The new book-holder has found its way to every part of the Northern States, to the Pacific coast, and to England.

It will prove invaluable to all classes of readers. The clergyman, for example, may use two or three of them upon his table, holding twice as many books, and he may place them about him in a semicircle, so that he can refer to any of the books without leaning forward or changing his position. The accountant, who is constantly stretching forward to read his blotter and day-book, will, by this simple device, have them brought before his face, so that he has but to raise his eye to catch the page. I confidently believe that this book-holder will accomplish more than all other means yet presented to correct the habit of stooping, and will thus do much to save the organs of the chest.

But to return to schools. False positions are not confined to sitting attitudes. When the pupil rises to walk he is often required to place his arms in some position which produces stooping.

Fig. 4 is the worst of these false positions. The pupil *may*, with his hands thus locked behind, draw his shoulders back; but if you will watch a school of one hundred pupils as they march along with arms thus placed, you will observe that not one of them *does* carry the head and shoulders erect.

Fig. 5 displays another unhealthy position. With the arms thus folded the respiration is checked and the shoulders are drawn forward. If the reader will stand erect, shoulders and head well drawn back, his

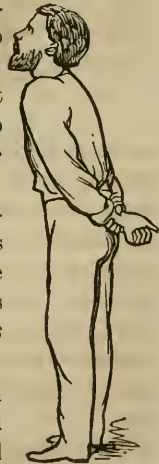


Fig. 4.

arms by his side; then fold them across the chest in front, and carefully observe the change in the position of the shoulders, and in his



Fig. 5.



Fig. 6.



Fig. 7.

ability to inflate his lungs, he will clearly see how this attitude cramps the respiratory function. Experimenters have proved that the amount of air which the lungs can take in at a single inspiration is greatly lessened when the arms are thus folded.

Fig. 6 is a good position, opening the chest, and securing a noble attitude of the spine.

Fig. 7 is somewhat unseemly, but in a physiological aspect the best possible position for the pupil's arms. It would do much, if practiced five minutes two or three times a day, with the head well drawn back, to strengthen the muscles of the spine, and particularly those of the neck, whose weakness permits the head to droop. This drooping of the head is almost universal among Americans, especially among American women. I commend this bit of muscular training to the consideration of teachers.

Carrying the hands in a muff, or clasped in front, at the waist, so common and constant among ladies, is an unphysiological habit. The arms should be carried at the side, and swung. I think taste as well as physiology demands this. That peculiar waddling which women exhibit when moving rapidly is the result of this joining the hands in front. Let any gentleman who would study the effects of this false position of the arms experiment upon himself, and he will be satisfied that the usual and fashionable manner in which ladies carry their arms

in walking spoils the gait and contracts the chest. Swinging the arms is a most important part of the exercise of walking. To undertake it with the arms folded, or the hands in a muff, is to spoil it, both in the aspect of beauty and usefulness.

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## THE NILE

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THE great secret of the source of this remarkable river has at last been opened to the civilized world. For centuries it has been a mystery. Many efforts have been made in vain to find its head. The honor of this discovery belongs to Messrs. Speke and Grant, officers in the India service. The following, which we clip from the *N. Y. Independent*, will give some idea of the facts developed by the discovery.

"They left the East-African coast—near the opening of the Red Sea—October 1, 1860. They were a year in reaching Kazeh, the capital of the kingdom called Karagwe, that abuts by one of its corners against the west shore of the lake Nyanzi at its southern end. This kingdom occupies a shoulder of the eastern watershed, two hundred miles broad and six thousand feet above the sea. It is studded with detached conical hills, one of which attains the height of 10,000 feet. These are the modern and real Mountains of the Moon. Two sources of the Nile rise in this territory—the chief feeder of Lake Nyanzi and another lake called Luta Nzigi. Here are also the head waters of the Ghizi, that flows southward, and was explored by Livingstone, and those of the lake that feeds the Zambesi.

"On the 1st of January, 1862, the travelers moved northwest, going through the kingdom of Karagwe to that of Ugandi. This country lies along the Nyanzi, and occupies full half of its northern and western shores. They had thus avoided the warlike, Masai on its southern shores, and were in the long-sought territory. They were detained in this kingdom over five months, and were over a year in reaching the lake. They found the north shore on the equatorial line. It is a hundred and fifty miles long, and more than that wide. It is a shallow bed, fed by what Speke calls rush-drains—small, half-stagnant water-courses. At the middle of the northern boundary the parent stream issues in a current four hundred and fifty feet wide, leaping over a fall twelve feet high.

"They now sought to make their way down the river to Gondokoro. The hospitable king of the Ugandis transferred them to his northern neighbors, the Ungoros. They were akin to the two previous nations, though less cultivated. The Ugandis, he declares, are 'the French' of the region, in their sprightliness and in their good taste, in manners, dress, and houses. Yet their civilization is like the old minister's religion, 'nothing to brag of', since one of the kings rejoices in 3000 or 4000 wives, and kills a man every morning, while another takes pleasure in fattening his wives and children so that they can not walk, while the Ungoros delight in the Adamite, if not Preadamite, style of apparel—being naked, and, to their shame, not ashamed. The Ungoros transferred them to the North-African tribes, where the languages of South Africa cease. These dialects, it seems, are of one genus from Cape Town to this side of the head waters of the Nile. The falls and bends in the river prevented their tracing it all the way down, though they followed it for a hundred and twenty-five miles. Here it makes a great bend to the west and passes through Lake Nzi. Speke took the chord of the river for seventy miles, leaving Grant to follow the river and explore the lake. He struck it a few miles above Gondokoro, which place he reached the 15th of last February.

"From these and previous explorations we learn, according to Sir Roderick Murchison in his discourse before the Royal Geographical Society—

"1. That the true centre of Africa is not a mountainous, sandy desert, as was formerly supposed, but a great, elevated, watery basin, often abounding in rich lands, its large lakes being fed by numerous streams from adjacent ridges, and its waters escaping to the sea by fissures and depressions in the higher surrounding lands.

"2. That the rise of the Nile is due not to the melting of snows on these higher chains—for no snow-mountains exist,—but to the fall of equatorial rains on these spongy upper basins, the periodicity being determined by the passage of the sun over the equator.

"3. That the reason of the unity of the Nile, as distinct from all other African rivers—it having no inlet for 1700 miles,—is due to the fact that the flanking higher grounds, ranging from south to north, do not afford, as elsewhere, lateral valleys leading to the sea.

"4. That the inhabitants of the central region are much more civilized and advanced than those who live to the north, on the banks of the Nile; the latter being naked barbarians, and probably the Anthropophagi of Herodotus, who have been in all ages the impediment to explorations up the river.

"5. That the languages of the east, centre, south and west of Afri-



ca have a common basis, so that one who is versed in any of them can traverse easily all the tribes, and that these northern barbarians are the only exception to this African tongue.

"The sixth and last, and to many the worst, but really the best, conclusion that he draws is that there are no gold mines there. So the natives will have a chance to grow in culture and Christianity when our missionaries shall have permanently occupied what these officers transiently saw, without disturbance from the flood-tide of the vices of civilization.

"Thus the river that was more connected with the history of the Bible from Abraham to Christ than any other except the tiny and unnavigable Jordan — that is thus almost the only link that connects the Bible with the modern world of commerce and intercommunication, and that yet more strongly unites the Bible with the oldest continent and the hitherto basest of kingdoms, may yet be the means of bringing the latest fruits of the workings of the divine Word and Spirit to those with whom it was so anciently united."

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#### D O N ' T   T A L K   T O O   M U C H .

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How much mischief would be prevented in the world by the proper government of the tongue. We may indeed err by neglecting to speak when prompted by duty or by kindness; but with most people the greater danger lies in a quite opposite direction. How many a public speaker have we heard who did not know enough to sit down when he had really said all that was worth saying. He had made a very good speech at the end, perhaps, of ten minutes, but became very tiresome in half an hour. No small amount of unhappiness in our common life is caused by the repetition of hasty or injudicious remarks, which ought to have been at once and for ever forgotten.

But our motto has a special application to the school-room. We seriously believe that one reason why some teachers have no more personal influence over their pupils is because they are continually plying them with commands, entreaties, and warnings. It operates somewhat like having too many rules for the government of a school, arousing a spirit of insubordination and mischief by suggesting to the pupil what he would otherwise hardly have thought of. Have you never visited such a school-room, and have you not felt relieved to get out of hearing of the voice that fell upon the ear like the incessant clatter of ma-

chinery? But it is not only tiresome, but frequently also a sign of weakness. To say to a school a dozen times a day that something 'must be stopped', that it 'can not be endured', is only a confession that you would like very much to have it otherwise, but are really not able to bring it about.

Nor are teachers less liable than others to make themselves ridiculous by foolish and hasty speeches. Your pupils, fellow laborer, have feelings and sensibilities very much like your own, and may be made unhappy or perverse for weeks by some unfortunate remark that you yourself would not have spoken had you thought twice about it. Even in cases that require 'heroic treatment' nothing is usually lost by taking a little time for deliberation. Besides these considerations, we should remember that 'like begets like', and that whenever a teacher's manner is characterized by a good deal of noise and bustle there will be a corresponding degree of noise and confusion among the pupils.

Cultivate, then, a quiet but earnest and decided manner. Be firm, but at the same time gentle, and avoid all fuming and scolding as undignified and unbecoming your profession. If you wish to correct any evil, state the matter clearly, so that there may be no misunderstanding on the part of your pupils as to the nature of your requirement, and then visit the first infringement with prompt and impartial punishment. Depend upon it, such a course of discipline will be more effective and satisfactory than any which admits of much talking but leaves the correction of offenses tardy and uncertain.

R., in R. I. Schoolmaster.

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PLEASING EVERY BODY.—Heaven help the man who imagines he can dodge his enemies by trying to please every body! If such an individual ever succeeded, we should be glad to know it. Not that we believe in a man's going through the world trying to find beams to knock his head against, disputing every man's opinion, elbowing and crowding all who differ from him. That, again, is another extreme. Other people have a right to their opinion: so have you. Do n't fall into the error of supposing they respect you more for turning your coat every day to match the color of theirs. Wear your own colors, spite of wind and weather, storm, or sunshine. It costs the vacillating and irresolute ten times the trouble to wind and shuffle and twist that it does honest, manly independence to stand its ground. Take what time you please to make up your mind: having once made it up, stick to it.

## VISITING PATRONS.

WITH my very first attempt at teaching on the prairie, Saturday was sacredly devoted to calling on the good people who daily committed their sons and daughters to my parental care at the little white school-house. Making my toilet with a little extra care, I started out soon after breakfast, that I might have the whole day before me, as I wished to travel the circuit of all my patrons, and they lived miles apart. I was on foot, of course, being physiologically and financially opposed to a horse or buggy. They were always really glad to see me, receiving me with true western hospitality; my stays, too, were a couple of hours long—not formal, fashionable calls; and wherever I happened to be at meal-time, there very little urging was needed to secure my presence to partake of the best they had. Tea-time or dusk usually discovered the master at his cabin home, pleased with his trip and the renewed friendships of the day.

Three years later found me at a small village so near the parental roof that I could board there. A drive of four miles morning and evening was really more agreeable than residence in the immediate vicinity of the academy. Nature, however, does not always smile, and storms occasionally played unpleasant freaks with the air and roads. These inclement periods I selected for my visits, going home with the children of the different families in succession, staying all night, taking supper and breakfast, discussing every imaginable topic—domestic, agricultural, educational, and military,—and invariably finding generous ‘entertainment for man and beast’. How gratified the boys and girls were to detect indications of snow or rain, for then they had a plausible reason for giving the teacher a pressing invitation to ‘come to our house to-night’.

Another change, as Byron says, came over the spirit of my dream. The responsibility of a department in a graded school was assumed. I was no longer in the ‘rural districts’, but in a miniature city. Habit and duty still compelled my parochial attentions, but they were now to be paid in due form. Saturday-morning calls for a gentleman would have been deemed ill-timed, and a voluntary application for tea and bed outrageous. In accordance, therefore, with the usages of urbane etiquette, my courtesies toward my patrons were now executed in the form of a polite appearance at the door-bell about eight in the evening, and a polite departure about nine.

Such is a brief résumé of my experience in this feature of school-

keeping; and the results have been so satisfactory to myself that I heartily recommend the practice to others. Educational works have ever insisted on its adoption by all teachers, but many do not seem to appreciate its importance. In no other way can the teacher secure so good an understanding with the parent, or so familiar an acquaintance with the child.

W. W. D.

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#### SIDE-GLANCES AT HARVARD CLASS-DAY.

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It happened to me once to 'assist' at the celebration of Class-Day at Harvard University. Class-Day is the peculiar institution of the Senior Class, and marks its completion of college study and release from college rules. It is also an institution peculiar, I believe, to Harvard, and I was somewhat curious to observe its ceremonials, besides feeling a not entirely *unawful* interest in being introduced for the first time to the *arcana* of that renowned Alma Mater.

She has set up her Lares and Penates in a fine old grove, or a fine old grove and green have sprouted up around her, as the case may be. At all events, there is sufficient groundwork for any quantity of euphuism about 'classic shades', 'groves of Academe', *et cetera*. Trollope had his fling at the square brick buildings; but it is a fling that they richly deserve, for they are in very deed as ugly as it is possible to conceive—angular, formal, stiff, windy, bricky,—and the farther in you go, the worse it grows. Why, I pray to know, as the first inquiry suggested by Class-Day, is it necessary for boys' schools to be placed without the pale of civilization? Do boys take so naturally to the amenities of life that they can safely dispense with the conditions of amenity? When I entered those brick boxes I felt as if I were going into a stable. Wood-work dingy, unpainted, gashed, scratched; windows dingy and dim; walls dingy and gray and smoked; every thing unhomelike, unattractive, narrow, and rickety. Think, now, of taking a boy away from his home, from his mother and sisters, from carpets and curtains and all the softening influences of cultivated taste, and turning him loose with dozens of other boys into a congeries of pens like this! Who wonders that he comes out a boor? I felt a sinking at the heart in climbing up those narrow, uncouth staircases. We talk about education. We boast of having the finest system in the world. Harvard is, if not the most distinguished, certainly among the first institutions in the country; but, in my opinion, formed in



the entry of the first Harvard house I entered, Harvard has not begun to hit the nail on the head. Education! Do you call it education to put a boy into a hole and work out of him a certain amount of mathematics, and work into him a certain number of languages? Is a man dressed because one arm has a spotless wristband, unquestionable sleeve-buttons, a handsome sleeve, and a well-fitting glove at the end, while the man is out at the other elbow, patched on both knees, and down at the heels? Should we consider Nature a success if she concerned herself only with carrying nutriment to the stomach, and left the heart and the lungs and the liver and the nerves to shift for themselves? Yet so do we, educating boys in these dens called colleges. We educate the mind, the memory, the intellectual faculties; but the manners, the courtesies, the social tastes, the greater part of what goes to make life genial, not to say good, we leave out of view. People talk about the 'awkward age' of boys—the age in which their hands and feet trouble them, and in which they are a social burden to themselves and their friends. But one age need be no more awkward than another. I have seen boys that were gentlemen from the cradle to the grave, almost; certainly from the time they ceased to be babies till they passed altogether out of my sight. Let boys have the associations, the culture, the training, and the treatment, of gentlemen, and I do not believe there will be a single moment of their lives in which they will be clowns.

And among the first necessities are the surroundings of a gentleman. When a man is grown up, he can live in a sty and not be a pig; but turn a horde of boys in, and when they come out they will root out. A man is strong and stiff. His inward, inherent power, toughened by exposure and fortified by knowledge, overmasters opposing circumstances. He can neglect the prickles and assume the rose of his position. He stands scornfully erect amid the groveling influences that would pull him down. It may perhaps be, also, that here and there a boy, with a strong native predilection to refinement, shall be eclectic, and, with the water-lily's instinct, select from coarse contiguities only that which will nourish a delicate soul. But human nature in its infancy is usually a very susceptible material. It grows as it is trained. It will be rude if it is left rude, and fine only as it is wrought finely. Educate a boy to tumbled hair and grimy hands, and he will go tumbled and grimy to his grave. Put a hundred boys together where they will have the appurtenances of a clown, and I do not believe there will be ten out of the hundred who will not become precisely to that degree clownish. I am not battling for the luxuries of life, but I am for its decencies. I would not turn boys into Sybarites, but neither would I let them run riot into Satyrs. The effeminaey

of a false aristocracy is no nearer the heights of true manhood than the clumsiness of the clod, but I think it is just as near. I would have college-rooms, college-entrances, and all college-domains, cleanly and attractive. I would, in the first place, have every rough board planed, and painted in soft and cheerful tints. I would have the walls pleasantly colored, or covered with delicate or bright or warm-hued paper. The floor should be either tiled or hidden under carpets, durable if possible, at any rate decent. Straw or rope matting is better than brown, yawning boards. There you have things put upon an entirely new basis. At no immoderate expense there is a new sky, a new earth, a new horizon. If a boy is rich and can furnish his room handsomely, the furnishings will not shame the room and its vicinity. If he is poor and can provide but cheaply, he will still have a comely home provided for him by the Mater who then will be Alma to some purpose.

Do you laugh at all this? So did Sarah laugh at the angels, but the angels had the right of it for all that.

I am told that it would be useless,—that the boys would deface and destroy, till the last state of the buildings would be worse than the first. I do not believe one word of it. It is inferred that they would deface because they deface now. But what is it that they deface? Deformity. And who blames them? You see a rough board, and, by natural instinct, you dive into it with your jack-knife. A base bare wall is a standing invitation to energetic and unruly pencils. Give the boys a little elegance and the tutors a little tact, and I do not believe there would be any trouble. If I had a thousand dollars, — as I did have once, but it is gone: shall I ever look upon its like again? — I would not be afraid to stake the whole of it upon the good behavior of college students,—that is, if I could have the managing of them. I would make them ‘a speech’, when they came back at the end of one of their long vacations, telling them what had been done, and the objections that had been urged against doing it. Then I would put the matter entirely into their own hands. I would appeal solely to their honor. I would repose in them so much confidence that they could by no possibility betray it. We do n’t trust people half enough. We hedge ourselves about with laws and locks and deeds and bonds, and neglect the weightier matters of inherent right and justice that lie in every bosom.

It may be thought hardly polite to accept hospitality and then go away and inveigh against the hospital; but my animadversions, you will do me the justice to observe, are not aimed at my entertainers. I am marauding for, not against them.

Extract from an article in the *Atlantic Monthly* for August, 1863.

P E R M A N E N C Y .

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WHAT can be done to render teaching a more permanent profession? A few days since a teacher who has enjoyed the advantages of normal-school instruction, holds an Illinois State Teacher's Diploma, and has taught several years with marked success, remarked, in conversation with the writer, that his district would probably have but six months' school during the coming year, which would make it impossible for him to retain his situation; "and" he added, "if this instability can not be obviated, I must change my employment."

Here is a gentleman of acknowledged abilities as a scholar and teacher, whose talents in any other of the learned professions would undoubtedly obtain for him, at least, a respectable position; who, in any other calling, would be able to achieve success, at least to the extent of acquiring a home and a social position worthy of his talents and industry. But in his case, and that of a majority of teachers, this is impossible.

In answer to the inquiry whether the house in which we were sitting was owned by him, he said "No; he had lived in it two years, and had become quite attached to it, but had not purchased it, as he had no assurance of permanency in his position."

There are few persons, who possess the better qualities of a man, that do not look anxiously forward to the possession of a home; to a spot, 'be it ever so humble', to call their own; theirs to improve and enjoy; and around which their affections cling with a daily growing attachment. The teacher, from the nature of his employment, as now existing, can have no home. His attachment to persons and places, however strong, can not be permanent. He is compelled to be a wanderer. Should he, as an educated man, wish to collect a library, or a cabinet of natural curiosities,—'three moves', and, what with loss and injury, he will affirm Poor Richard was right. Has he a wife and family, and at every move must carry with him his household furniture? If so, Poor Richard's maxim will be the more forcibly impressed upon his mind as well as pocket, as an undoubted fact.

One of the worst and most humiliating facts connected with the instability in the teachers' profession is that it deprives him, to a great extent, of the social position, and position as a citizen, to which his education and abilities entitle him. He is looked upon as but a temporary resident in the community, and, of course, not entitled to a voice and an influence in affairs in which he is not supposed to be interested: beyond the right of voting and being taxed, he is practically

without an influence in municipal affairs. The same causes to a large extent affect his social position : people can not and will not interest themselves in mere 'floating population'.

"But," the question is asked, "if the people of the district above referred to wish to have but six months' school, certainly they should be allowed to manage their own affairs." Certainly, that is the law ; but let us look at some facts. The teacher has given very general satisfaction to the district : he has elevated the schools from a very low condition to a state of considerable excellence, as regards both scholarship and discipline : he has labored arduously and conscientiously, with but a moderate compensation : and the board of directors wish to retain him and have ten months' school. The town is abundantly able to have ten months' school, but, as in nearly every western town, it contains enough voters who know nothing and care nothing about schools, except as they affect taxation, to decide the question ; and this decision will probably be for a six-months school. And what is wonderful, but at the same time characteristic of this class of citizens, is that many of those who are opposed to a ten-months school have no taxes to pay, and none of them more than a few cents, while all, or nearly all, have children to send. Need this be so?

This is but one, and by no means a very common, cause of instability in our profession. The most usual cause originates in circumstances such as these. A new teacher takes charge of the school or schools. His methods of instruction, arrangement of school-exercises and of discipline, are probably different from those of his predecessor. His predecessor had his friends, who are disposed to look upon any innovations upon his methods as an indirect imputation of want of professional capacity. Every thing is new to the pupils : some find, or imagine they find, what they dislike in the manner of the new teacher, generally because they are not yet acquainted. These facts and impressions are of course reported at home at the close of the first day. On this short acquaintance opinions are formed and expressed by pupils, and often by parents, as to the teacher's character, qualifications, and prospects of success. While opinions hastily formed in this manner, to the injury of the teacher, may often be lived down, yet we can name numerous instances where teachers of undoubted ability in their profession, and of excellent character as gentlemen, have been driven from their situations at the end of the year by such prejudices.

It may be asked why the directors, who are supposed to know the qualifications of such teachers, do not retain them. Because, at the end of the year, the question is carried to the ballot-box, and the retention of the teacher is made the issue in the election of director ;



and when the vox populi decides, where is the board that dares disobey? and indeed, when the decision is so made, it is best to acquiesce, as we candidly believe it is in most cases better to have no school than one in which there is a chronic quarrel.

Another element preventing permanence, from which we fear more than all else combined, is partisan politics. We have heard, within a short time, complaint made that in the selection of teachers favoritism founded on politics was exercised. Within the past year we have read in our city daily papers of numerous elections of school boards heralded as party triumphs. When the affairs of our common schools become matters of party politics — part of the party spoils,— we may bid farewell to all the hopes we have been accustomed to entertain of their glorious future.

What can be done to secure permanence of employment? We will venture some suggestions, hoping to have them discussed by teachers through the pages of the *Teacher*, and if inadequate to produce the desired end, others may be developed. We would recommend to teachers to make engagements for a longer term than one year. We have known this to be done. By this means much opposition that is now purely factious would not exist. Under the present short engagements restless persons, who can see no use of an election unless there are two candidates and a warm contest, will find other means of expending their surplus energy, because their efforts at opposition can only prove successful after the expiration of the teacher's engagement. In the mean time the teacher has the assurance of a sufficiently long term of engagement in which to demonstrate his ability to his patrons.

Would it not be better if the board of directors were changed every three or four in stead of every two years? Under the present arrangement restless persons who aspire to the character of political leaders are encouraged to bring trifling matters, as well as the teacher's fate, to the annual test at the ballot-box. Were three in stead of two elections necessary to effect their object, there would be less improper interference of this kind in school matters.

We feel this to be the most important subject now to be considered in connection with our common-school system. The Normal School may do its work ever so well, the State Department may issue State Diplomas, we may organize county teachers' institutes and state associations, but all to no purpose if, when a teacher has acquired that age and experience which in other professions would entitle him to honor and profit, in ours it has rendered him weary by its uncertainty and instability; and at the very time he has become most competent

for good, the demands of family and of increasing age require a change of employment.

This is by no means a fancy sketch. Read in the last state report how many of the 14,000 teachers of Illinois have taught one, two, three, or four years in the same situation. How many middle-aged men do you find in the ranks? Is ours a profession which mere boys and girls can assume as well as those of mature age? As it has been in the past, so it will be for all time, 'teaching will be a stepping-stone to something more honorable and profitable', unless we secure it a permanence, which will make it a desirable business for life. Let us hear from teachers on this subject. A.

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DO N'T FRET.—Is it a dark, stormy day, every thing cheerless, and the atmosphere of the school-room so thick and humid as to be almost without vitalizing power? *Do n't fret.* There will come up a sharp northwester soon, and the sun will shine with unwonted brightness.

Is your school-room insufficiently warmed, and poorly furnished? Do you have every thing to do and nothing to do with? *Do n't fret.* Do the best you can. Things will come round by and by.

Do committees and parents interfere with you in your work? Is it your misfortune to be unappreciated? *Do n't fret.* Work. Let your light shine. If people do n't see it, it is n't your fault.

Have you got a miserable class? Do you have to tell the same thing over and over again, and then after the twenty-fifth telling find the scholars as ignorant as in the beginning? *Do n't fret.* Tell them twenty-five times more. May be the fiftieth blow will drive the nail home. If not, try the hundredth.

Do you have so many things to do, and meet with so many interruptions, you do n't know whether you are standing on your head or your feet? *Do n't fret.* Stop, and be sure you are on your feet; then walk as steadily as you can.

Are you in a community where there is but little interest in schools? Are your scholars irregular in their attendance, rough in their exterior, careless in their habits? *Do n't fret.* You were sent there as a missionary, and you could not have a finer field to work in.

Is your salary inconveniently small? Does your friend in the next town get more pay for less work? *Do n't fret.* Do your work well, and by and by they will want you in the next town.

Finally, all things may be divided into two classes. First, *things that you can help*; secondly, *things that you ca' n't help*. To fret about the first would be unmanly; about the second would be utter folly: therefore, fret not at all.

## M A T H E M A T I C A L .

SOLUTIONS.—59. Let  $x$ =the number of rows in the old and  $y$  the number of rows in the young orchard. Then  $x^2$ =the number of trees in the old and  $y^2$  the number of trees in the young orchard. Therefore, [1]... $x^2+y=45$ , the number of winter-apple trees, and [2]... $y^2+x=87$ , the number of grafted fruit-trees. Transposing [1], [3]... $y=45-x^2$ ; squaring, [4]... $y^2=2025-90x^2+x^4$ ; substituting in [2], [5]... $x^4-90x^2+x+2025=87$ ; transposing, [6]... $x^4-90x^2+x+1938=0$ ; resolving into factors, [7]... $(x-6)(x^3+6x^2-54x-323=0$ . Since this function of  $x$  is equal to 0, one of the factors must be equal to 0; and if we divide by this factor ( $=0$ ) the other factor may equal any thing. Consequently the value of  $x$  can not be found from this indefinite factor. But if we divide by this indefinite factor we shall have a quotient equal to 0. Dividing by  $x^3+6x^2-54x-323$ , [8]... $\frac{(x-6)(x^3+6x^2-54x-323)}{x^3+6x^2-54x-323}=x-6=0$ . Hence, [9]... $x=6$ , which answers the requirements of the problem. Substituting in [1], [10]... $y=9$ .  $x=6$  rows;  $x^2=36$  old trees.  $y=9$  rows;  $y^2=81$  young trees. E. C.

60. The widow would receive 4 times as much as the daughter, and the son 4 times as much as the widow. If the daughter receive 1 part, the widow would receive 4 parts, and the son 16 parts.  $1+4+16=21$ : hence the daughter receives  $\frac{1}{21}$ , the widow  $\frac{4}{21}$ , and the son  $\frac{16}{21}$  of the estate. But  $\frac{4}{5}-\frac{4}{21}=\frac{64}{105}=\$5760$ , and  $\$5760 \div 64 = \$90 = \frac{1}{105}$  of the estate.  $\$90 \times 105 = \$9450$ , amount of the whole estate.  $\frac{1}{21}$  of  $\$9450 = \$450$ ,=daughter's share;  $\frac{4}{21}$  of  $\$9450 = \$1800$ ,=widow's share; and  $\frac{16}{21}$  of  $\$9450 = \$7200$ ,=son's share. Proof:  $\frac{4}{5}$  of  $\$9450 = \$7560$ , and  $\$7560 - \$1800 = \$5760$ . C. E. S.

61. The grindstone is in the form of a cylinder.  $4 \times 3.1416 = 12.5664$ ,=circumference.  $12.5664 \times 1 \times 2 = 25.1328$ ,=area of ends.  $12.5664 \times \frac{1}{2} = 6.2832$ ,=convex surface.  $25.1328 + 6.2832 = 31.4160$ ,=entire surface of the grindstone. C. E. S.

The proposer thus criticises N.'s solution of 54 in the last *Teacher*. Doubtless N. will feel competent to defend himself:

My object in calling for a 'rigidly correct mental solution' of Problem 54 was to elicit a discussion concerning some parts of the phraseology commonly used in such examples. I would call attention, therefore, to its solution in the last number of the *Teacher*. After saying " $\frac{1}{5}$  of 65 is 13", he continues with " $\frac{3}{5}$  is 3 times 13, which is 39." Ought he not to say  $\frac{3}{5}$  'of 65' are 3 times 13, which are 39? After saying " $\frac{1}{3}$  of 39 is 13", he continues with " $\frac{2}{3}$  is 2 times 13, which is 26." Ought he not to say  $\frac{2}{3}$  'of 39' are 2 times 13, which are 26? Again, "If 26 is  $\frac{1}{7}$  of  $\frac{2}{3}$ ,  $\frac{7}{2}$  of  $\frac{2}{3}$  is 7 times 26, which is 182." Ought he not to state of what 26 is  $\frac{1}{7}$  of  $\frac{2}{3}$ ? The same questions in regard

to 'is' in this part and the subsequent parts of the solution as before. Finally, ought not the solution to be so explicit that the original example can be readily reconstructed from it? F. H. K.

PROBLEMS.—62.  $r^3 \left( \frac{x}{2} + 19\frac{1}{2} \right) = \frac{x}{5}$ , to find  $x$ .

63. A rectangular court, whose sides are respectively 200 and 300 feet, has a walk 20 feet wide cut off from it on every side. What is the area of the walk, and how does it compare with the remaining part of the court? HUGO.

64. In a triangular lot, one angle of which is a right angle, there is a circular garden, the circumference of which is tangent to each side of the lot; in the centre of the garden is a well, the centre of which is just 12 yards from the circumference of the garden. The longest side of the lot is 81 yards: what is the length of each of the other sides of the lot, and what is the area of the lot in square yards? C. E. S.

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## EDITORS' TABLE.

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### EDITORS' CHAIR.

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NATIONAL TEACHERS' ASSOCIATION.—In company with from twelve to fifteen hundred ladies and gentlemen from all the states from Maine to Kansas, including Maryland, Kentucky, and Missouri, we met at Bryan Hall, in the city of Chicago, on Wednesday, the 5th day of August, at 10 o'clock—as the National Teachers' Association. It was a great sight to behold that vast hall full of earnest, enthusiastic teachers, assembled to concert measures for their own professional advancement and the welfare and glory of the nation. We felt that the 'world does move', and that its movements are so perceptible as to be easily seen and felt.

The Association was called to order by the President, John D. Philbrick, of Boston, Mass., and prayer was offered by the Rev. Mr. Savage, of Chicago.

Mr. Wells, of Chicago, made a salutatory address, welcoming the teachers to the hospitalities of Chicago. Commencing with New England, he paid a glowing tribute to each of her noble states, marking something in each worthy of commendation, and giving to all a deserving meed of praise. All hail was given to the representatives of New York, Pennsylvania, New Jersey, and Maryland. None were forgotten or overlooked, from the Atlantic to the Rocky Mountains—all were made welcome.

The President responded in a very happy manner, promising for the representatives of Yankee land in particular, and for the rest of mankind in general, the enjoyment of the good time in the most free and easy manner. They came for social and intellectual gratification, and the proffered hospitality of Chicago insured them they would not be disappointed.

The Constitution was then read by Dr. Cruikshank, of Albany, Secretary of the Association.



In order to facilitate the admission of new members, Mr. J. F. Eberhart was appointed Assistant Secretary.

The Messrs. Root, assisted by some other gentlemen, sang a reception song, accompanied by the piano. The Association was indebted to these gentlemen for a number of delightful songs — some sentimental, some patriotic — all calculated to afford pleasure and satisfaction.

The President, Mr. Philbrick, then delivered his address. We are unable to give even a synopsis of this address, as our space is limited. One or two extracts will be sufficient to give a general impression of its character. "That is the best system of instruction which secures the best teachers and retains them." "I measure the value of education in any city or town by the amount that is paid to secure it." The committee to whom was referred the President's Address reported the following resolutions:

*Resolved.* That this Association heartily indorse the suggestions of the President:

1. That the situation of the teacher must be made desirable, by adequate compensation, by good treatment, by suitable accommodations, and by uniting his labors to the requirements of health and self-improvement.

2. That the mode of selecting and appointing teachers should be such as to encourage the competition of the best-qualified candidates, and to give merit preference over every other consideration.

3. That proper means should be used to secure continued self-improvement on the part of teachers, including especially commendation and promotion for advancement, and degradation or reward for delinquency.

The committee have considered the topics suggested by the President, and recommend that the following be assigned to the gentlemen named in connection therewith, to report to this Association at its next meeting. The committee further report that they have conferred with the gentlemen named, and ascertained their willingness to perform the service, if asked of them.

Dr. J. N. McJilton, of Baltimore, would lecture next year on "A system of Free Schools, comprising the Primary and Grammar; and higher grades should be established in each state where such a system does not exist."

A. S. Kissell, of Iowa, would lecture on "The grading of town, village and county schools where it is practicable."

President Richard Edwards, of the Normal University, Illinois, would lecture "One or more Normal Schools should be established and maintained at the public expense in each state."

Dr. Thos. Hill, of Harvard, "A Professor of the Science of Education should be appointed in each important College and University."

J. W. Bulkley, New York, "Teachers' Associations should be organized and maintained in each state, county, and town."

Prof. G. W. Hoss, Indiana, "The Teachers of each state should maintain and conduct an Educational Journal."

Col. J. G. McMynn, Wisconsin, "All Teachers should Study."

Hon. E. P. Weston, Maine, "Educational men should be appointed to fill educational offices of every description."

Hon. Henry Barnard, Connecticut, "Competitive Examinations should precede appointments to places of trust."

Hon. J. M. Gregory, Michigan "The degree of Religious Instruction desirable and attainable in Public Schools."

Noble Butler, Kentucky, "A National Bureau of Education should be established by the Federal Government."

J. W. Andrews, Ohio, "The defects of our system of National Military Education."

Some committees appointed at a previous meeting were called on for their reports, but they were unprepared. Considerable regret was expressed that the Committee on Educational Statistics did not report, and the committee was continued.

Mr. F. D. Adams, of Newton, Mass., delivered an address on "The bearings of Popular Education on Civilization." It was an excellent performance in many respects, but we protest against sitting an hour and a half in dog-days to hear any thing, however good it may be. One fact asserted by the speaker will give the gist of the whole. "There are 20,000 more children in the schools of Ohio than

there are in all the rebellious states"; a statement which, if true, is as significant as it is astounding.

After the performance of some business in relation to the election of new members, Prof. E. A. Grant, of Louisville, Ky., read an essay on the Mission and Duties of Teachers. It was a good paper, short, and well received.

A communication was received from the First Methodist Episcopal Church, inviting the Association to join with them in the approaching Thanksgiving. The invitation was respectfully declined.

The State Teachers' Associations of New York and Ohio sent delegations to represent them in this National Association. They were fraternally received.

The evening session of the first day was principally spent in hearing the lecture of the Hon. J. M. Gregory, Superintendent of Public Instruction of the State of Michigan. It was a matter of regret that this gentleman did not speak so as to be heard by one-tenth of his audience, as the lecture was a philosophical one, requiring favorable circumstances for its reception: the warmth of the evening prevented even a respectful hearing.

*Second Day.*—The Association was called to order at 10 o'clock, and prayer was offered by the Rev. Dr. McJilton, of Baltimore.

S. W. Mason, of Boston, author of the 'Manual of Gymnastic Exercises for Schools and Families', delivered a very valuable lecture upon School Gymnastics and Physical Training.

Mr. Zalmon Richards, of Washington, D. C., entertained the Association with an address upon 'The Teacher as an Artist'. It was an able and interesting paper, exhibiting considerable thought and research. We regret that we are unable to reproduce even a portion of it.

It was agreed to devote the time from 11 o'clock to religious and patriotic exercises, in accordance with the recommendation of the President of the United States. This was the crowning glory of the Association, that they could all join, with one heart in one accord, as patriots, philanthropists, and Christian men and women, to give thanks to God for his signal mercies to us as a people. It did us good to be in that assembly.

Dr. McJilton, of Baltimore, opened the services by reading a portion of David's Psalm of Thanksgiving, found in the 16th chapter of 1st Chronicles, beginning at the 8th verse. A hymn of praise was sung by the whole audience, slips of printed hymns being scattered among all; after which the following prayer was offered by the Rev. Dr. Hill, President of Harvard University:

Almighty, Everliving God, who, from eternity to eternity unchangeable in thy counsels, hast for us appointed the incessant changes of our brief life on earth, we thank thee that thou hast also given us immortal hopes and an undying faith through Jesus Christ our Lord. We thank thee that, emboldened through his precious promises, we may with immovable confidence rest upon the Eternal God as our refuge, and feel beneath us the Everlasting Arms.

Leaning thus, O Holy Father, upon thee, and believing that thou orderest all things well, we scarce dare thank thee for one gift above another, knowing that all things work together for the good of them that love thee; or pray thee to defend us from one temptation rather than another, knowing that our perverse hearts, unrestrained by thy grace, may turn the choicest opportunities for virtue into occasions of sin.

But we can not refrain from thanking thee that thou hast encouraged us to love and fear thy name, and from thanking thee that thou hast invited us to pour out our petitions and our thanksgivings to thee, assuring us that thou art ready to receive us with more love and tenderness and fatherly kindness than we feel toward the children whom thou hast given us.

We come, therefore, O God, this day unto thee, bearing upon our hearts the burden of our country's sorrow and our nation's shame. A people blessed above all other people with the gifts of thy providence and with the free knowledge of thy word, we are yet lifting up the sword against each other, and filling our land with widows and orphans, weeping for those slain in the bloody horrors of a civil war.

We know that it is for our sins that we are thus chastened, and we pray for the

aid of thy spirit in searching out our own sins, and in learning wherein we, each one, have offended. Let us not, O Holy Father, be content with looking to our neighbors' sins, and with confessing our neighbors' transgressions, whether those sins be, as we think, sins of cruelty and oppression, or sins of rash and intermeddling fanaticism. But may we, and our countrymen who join with us this day in thanksgiving for thy mercies, looking each into our own hearts and lives, see how we have sinned by our cold indifference to the rights of the enslaved; by our indolent neglect of our own duties as freemen; by our failure to study the laws which thou hast enacted for the government of the social state; by our cowardly submission to injustice ourselves, and our cowardly sufferance of injustice to others, or by our heated and angry resistance, and at all times by our failure to lean (with due submission to thy will) upon thine almighty arm for help; by our failure to recognize our relations to thee and to man as thy children; by our forgetfulness that eternal and infinite issues hang upon all our actions, and that for this weight of responsibility we are ready only through thy grace in Christ our Lord, through whom we can do all things.

O Lord, we confess our sins and the sins of our people, through which these heavy woes have been brought upon us. We confess our sins, and beseech thee to lead us and our nation into the straight way which we have forsaken, through paths of repentance and submission to the Divine will, back to the perfect enjoyment of union and fraternal peace. Let the awful baptism of fire and blood, through which we have passed and are passing, purify us from our sins and bring us again to own thy will as our highest law, and the eternal principles of Right and Justice as no idle, glittering generalities, but as the immutable conditions of life and health for the souls of men and of nations. Let not the glorious hopes which thy past dealings with our nation had awakened be confounded, but may we, through thy chastisement and our repentance, become a nation of righteousness, opening an asylum for all the oppressed and fulfilling perfectly the plans of social order which thou hadst determined before the foundation of the world. We thank thee that through the victories which thou hast vouchsafed to our army and navy, and through the changes manifested in the temper of our people, thou hast again encouraged these hopes. Perfect, O Father, thy work. Calm the raging passions of those who rebel against order, and law, and government, and bring them to a better mind. Unite the hearts of all loyal people, and illumine their minds with clear perceptions of their duty toward their country and toward their fellow men, and toward thee. Most heartily do we beseech thee with thy favor to behold and bless thy servant the President of the United States, and those associated with him in civil and military authority, to endow them plentifully with heavenly grace, to give them wisdom in counsel adequate to so great a national emergency, and courage and strength and success in action, that may at length restore to all our people their holy rights and privileges, and establish civil and religious liberty, a just government, a pure and holy faith, and public and private virtue among us. God of all grace and consolation, visit also, we beseech thee, with thy tender care and consolation all those who are wounded, or sick, or suffering, or bereaved, by this the chastisement of our nation. Let them through thy grace be led to repent each one of their own private sins, and to find reconciliation and peace with thee through Christ our Lord. But in regard to these sorrows and sufferings brought upon them by the vicissitudes of war, let them have the inward assurance that they are suffering in a holy cause, not for their own but for others' sins, even for ours and for the sins of the whole people, and that, therefore, their wounds and their pains and their griefs are hallowed bonds of union between them and him who died on Calvary—not for himself, but for us sinners; let them have the inward assurance of a faith clearer than sight, that these afflictions, which are but for a moment, shall work out for them a far more exceeding and eternal weight of glory.

And these thanksgivings and supplications in behalf of ourselves and of those whom thou hast made dear to us, in behalf of our country and our people, in behalf of our rulers and our loyal men, and in behalf of those who assail our government and laws, we offer in the worthy name of Christ our Lord, beseeching thee to accept and answer us not according to our words or to our worth, but ac-

cording to that infinite wisdom and unsearchable love which thou hast manifested unto all men in him. Amen.

After the delivery of this most impressive prayer, Dr. Eddy, of Chicago, was introduced, who spoke as follows:

Rev. Dr. Eddy said it was a pleasure to address so large a congregation, assembled from the far-off slopes of our beautiful prairies, from the northern hills, from far-off Maine and Kansas, from Pennsylvania and New England, Kentucky and Tennessee, for the purpose of offering up prayer and thanksgiving to Almighty God for the great success with which he had blessed our arms. But a few short weeks ago they were met in prayer to God, in humiliating themselves for their sins as a nation, their exceeding wickedness, and forgetfulness of God; but to-day he thanked God from his heart that the cloud which so long threatened to crush this great country was scattered, and that in stead of defeat we heard the thunder cry of liberty and victory all over the land. His heart bled for the dear country, and he felt as deeply as any man the slaughter of our beloved brothers, and friends, and fathers, who have been sacrificed in this terrible war; but he knew also that all these bloody offerings were necessary, that they could not be prevented; and therefore, whilst he sorrowed and grieved in a great agony of spirit, he rejoiced also that God who rules in justice and in right, who will not have iniquity done in this world with impunity, had given at last such brilliant triumphs to the Federal arms that there was no longer any reason to fear for the liberties of the people or the safety of the republic. He knew it could not be otherwise, because the Lord God Omnipotent reigned; but for a long while that dreadful cloud hung over us, and threatened to crush us; and the deadly and damnable principles upon which the Confederacy hoped to found its empire appeared as if they would be successful. Oh, he felt at that time so bitterly that he had no words to speak his feelings. Only to think of it—that in this great republic which our fathers had fought for and founded, which was the hope of the whole world—only think of this republic, threatened to be trampled out by the fiendish principles of Jeff. Davis and his gang of unchanged traitors. Better by far that this man had stood with a mill-stone about his neck at the bottom of the sea than that he had ever lived. The crime done by that one man, the wrongs which he had inflicted upon this republic, the blood which he had caused to be shed, the mourning and sorrow which he had brought upon the hearthstones of so many tens of thousands of heroes in the North and in the South, in the East and in the West, were too horrible for the human mind to entertain. The enemies of the republic, who were always the friends of Jeff. Davis, sought to apologize for him, to vindicate his course and actions in bringing upon us this vast sea of blood, this immeasurable scene of misery and suffering. This apology was as bad almost as the crimes which it sought to palliate. They could never be palliated—never atoned for. He, for his part, stood where he hoped all true men stood, upon the Union and the Constitution—not to trample upon them, but to defend them, and, if need be, to die for them. He could not link himself with villains, and thieves, and murderers, by siding with his country's enemies. Jeff. Davis was the arch-fiend and traitor of his country, the unchanged Judas Iscariot of the rebellion! He, and the villains to whom he belonged, had sold his country by fraud and crimes blacker than the kiss of Judas. They had robbed the public treasures, to start with, stripped the republic of all the usual means of defense by sending the ships of war abroad, that they might not come to the rescue when they were needed; they had tampered with and seduced the best officers in the service, for whose education the country had paid, and the bosom that nourished them they stabbed with their bloody and remorseless daggers! And what for? Why did they set up the rebellion against so good, so generous, so noble a government? That they might insult the majesty of heaven by attempts to build up a government founded not upon the happiness of mankind, but upon the misery of the slave; a government which was to flay freedom in the face of God and tell him it was a lie, that the plan of redemption was a mockery and a fraud, that the blessed Savior was an impostor or a myth. A government founded upon the tears and groans and blood of four millions of slaves! which boasted that slavery was a part of God's infinite wisdom in the government of the world;



which insulted the highest thoughts and aspirations of man, and trampled the civilization of the world under its feet. But God had risen in his glory and his might, and had trampled this lying Confederacy into the dust. The Sebastopol of the Confederacy had fallen, the river was free, and a series of mighty victories had broken the rebellion, if not to pieces, so effectually that it could never recover. There was great cause for rejoicing, and his heart was too full to utter its gladness and its gratitude.

We regret that we have not space for the remarks of the Rev. Mr. Brooks, of Chicago, and the Hon. J. M. Gregory, of Michigan. They were both full of piety and patriotism, worthy of the place and the occasion. After the addresses the whole audience joined in a hymn, to the tune of Old Hundred. We have heard of the grandeur of that old tune sung by a thousand earnest voices, but we never appreciated it before — it was grand beyond our description.

Dr. Hill delivered the evening lecture, upon 'The True Order of Study.' His lecture would be better to read and study than to listen to when the thermometer is so high that you must get up on a chair to read it.

*Third Day.*— During the night we had a delightful rain, cooling and purifying the atmosphere; but unfortunately it did not stop in the night, but continued its visitation during much of the day.

The exercises were opened with prayer by the Rev. E. M. Boring.

Mr. E. A. Sheldon, of Oswego, read a valuable paper upon the 'Natural Methods of Teaching', and offered a series of resolutions, which were adopted.

The following gentlemen were nominated by a committee, and the nominations confirmed by their election as officers of the Association for the ensuing year:

*President* — W. H. Wells, Chicago.

*Vice-Presidents* — Richard Edwards, Bloomington Ill.; Wm. Roberts, Philadelphia, Pa.; G. F. Phelps, New Haven, Conn.; J. L. Pickard, Madison, Wis.; D. Franklin Wells, Iowa City, Iowa; A. J. Rikoff, Cincinnati, Ohio; Jas. G. Elliott, Faison's, N. C.; O. C. Wright, Washington, D. C.; C. S. Pennell, St. Louis, Mo.; G. W. Hoss, Indianapolis, Ind.; J. W. Bulkley, Brooklyn, N. Y.; John D. Philbrick, Boston, Mass.

*Secretary* — David N. Camp, New Britain, Conn.

*Treasurer* — Z. Richards, Washington, D. C.

*Counsellors* — E. P. Weston, Gorham, Me.; Abner J. Phipps, New Bedford, Mass.; S. S. Greene, Providence, R. I.; E. F. Strong, Bridgeport, Conn.; Jas. Cruikshank, Albany, N. Y.; J. S. Adams, Burlington, Vt.; A. J. Burbank, Keene, N. H.; J. N. McJilton, Baltimore, Md.; W. D. Henkle, Lebanon, Ohio; W. B. Smith, Valparaiso, Ind.; S. H. White, Chicago, Ill.; J. M. Gregory, Ann Arbor, Mich.; Isaac Stone, jr., Kenosha, Wis.; A. S. Kissell, Davenport, Iowa; — Ford, Winona, Minn.; J. T. Goodnow, Topeka, Kansas; C. F. Childs, St. Louis, Mo.; E. A. Grant, Louisville, Ky.

Resolutions in reference to the teaching of music were offered by Mr. Charles Ansorge, Dorchester, Mass., and adopted.

Wm. E. Crosby, of Cincinnati, read an interesting paper on 'Primary Education'.

On motion of Mr. Hook, of Indiana, it was

*Resolved*, That a committee be appointed, to consider and report what the times and the condition of the country demand of educators in the way of teaching the principles of our government; also, the rights and duties of the citizen under the same.

The committee was appointed, and reported the following resolutions:

*WHEREAS*, In a democratic government, wherein the people are of necessity the sovereigns, it is indispensable to the prosperity and perpetuity of such government that those sovereigns, the people, understand the principles of such government; and *whereas*, the exigencies of the times demand the highest intelligence and the purest patriotism: therefore,

*Resolved*, That it is imperative that the history, polity and constitution of our government be taught in our schools, wherever the maturity of the pupils is equal to the subjects.

*Resolved*, That the Association earnestly commends the subject to the attention of teachers, trustees and committee men throughout the nation.

*Resolved*, That this teaching should never be prostituted to the inculcation of purely partisan interests and principles.

Messrs. G. W. Hoss, of Indiana; Richards, of Washington; Grant, of Kentucky; and Wells, of Chicago, spoke upon these resolutions, when the Chair put them to the meeting.

The Hon. John Wentworth was then called out. From the drift of the gentleman's remarks, the conclusion arrived at was that as long as a teacher had neither religion nor politics he would be very acceptable. It does seem strange that a body of teachers who affect to be professional and exclusive should call in a politician to discuss their duties to themselves and their work. Mr. Wentworth would never seek the advice of one of all the body in any matter in which he is engaged, and we think the teachers came down a peg when they permitted him to occupy their time. The resolutions were adopted; but as a set-off to the last gentleman's remarks, Mr. Allen, who came from the nearest point to Plymouth Rock, moved, that while we deprecate the discussion of merely partisan or sectional topics by Teachers' Associations, we yet deem no person worthy to hold the honorable position of teacher or officer in any educational institution who is not fearlessly outspoken, and true at all times, both by voice and vote, to the great question of loyalty, patriotism, and the unconditional support of the national government in this crisis of our country's fate.

The resolution was carried by a universal acclamation, amidst the greatest enthusiasm.

'America' was then sung with great enthusiasm.

Mr. Pickard, Superintendent of Instruction, Wisconsin, delivered an address of great ability upon the 'Intellectual Aspects of Labor'.

A letter was received from the Young Men's Christian Association, requesting the members of the Association to send them all the rejected primary school-books they could secure, for the use of the contrabands in the West and Southwest.

The Hon. Henry Barnard, LL.D., of Hartford, Conn., who was a member of the last Board of Examiners at West Point, delivered a very interesting and important lecture upon the necessity of competitive examination of the candidates for admission to that institution. The importance of the suggestion was clearly demonstrated.

The evening session was called to order at 8 o'clock, and the time was spent agreeably by the Association resolving itself informally into a committee of the whole, and indulging in five-minute speeches, of a patriotic turn generally. After that fun was exhausted the Association quietly and kindly adjourned.

OHIO STATE TEACHERS' ASSOCIATION.—The 15th annual meeting of the Ohio State Teachers' Association was held in the city of Cleveland on Tuesday, the 30th July. Between 500 and 600 teachers and friends of education were assembled, making the largest meeting yet convened. Reports were made upon Educational Literature, Teachers' Institutes, County Superintendents, on National Affairs, upon Military Instruction in the Schools, and the True Course of Study for our District Schools. Resolutions of regret for and condemnation of the irregular habits of the State Superintendent were passed.

One of the most cheering exhibitions of the fidelity of the teachers to the great principles of our government was given by devoting the evening to the discussion of a series of patriotic resolutions. These resolutions have the ring of the true metal in them, and as an expression of their hearty adoption they were passed by a rising vote.

The only complaint heard concerning this meeting was that there was too much work laid out for the time occupied, and too little chance given for discussion.

LOANING SCHOOL-FUNDS.—The July number of the *Illinois Teacher* contains an article from Mr. Brooks, State Superintendent of Public Instruction of Illinois, in which he recommends that school-trustees direct the loaning of school-funds at any rate of interest below ten per cent. not less than six per cent. He thinks that the law may be so construed as to admit of such action. We do not understand the law as quoted by the Superintendent, nor can we concur that it admits of the construction he contends for. The provision of law in question we understand to be as follows:

"The township trustees shall loan, upon the following conditions, all money which shall come to their hands, etc. The rate of interest shall be *ten per centum* per

annum," etc. Now it seems clear that one of the conditions upon which the loan is made is that the interest shall be ten per cent. per annum. We would be very glad if the law would admit of the favorable construction given by the Superintendent, but nevertheless, if it will not, it may not be safe to take the risk of the experiment he recommends, as every school-officer who does so would be guilty of a violation of the law, and at once liable on his bond. *Haines's Legal Adviser.*

**ILLINOIS STATE PENITENTIARY.**—We have received the Reports of the Commissioners of this Institution, made to the Legislature for the years 1861 and 1862.

At December 1, 1862, there were 539 convicts in the prison, of whom 14 were females; a decrease, from various causes, of 139 since the previous report. It is estimated that the prison, when complete in all its details, will cost the state the sum of \$932,655.90, or, stated in round numbers, *One Million of Dollars.*

The convicts are put to labor of various kinds, in order to support themselves if possible, and prevent them from being an additional charge to the state. A great deal of the labor upon the new buildings has been performed by them.

Of the 539 convicts reported, 109 neither read nor write, and 71 read but do not write; 272 are put down as intemperate in their habits. The nativity reveals some startling facts: 335 were natives of the United States, while 204 were foreigners. Of the former, while Illinois has 50 natives, 50 are credited to Ohio, 69 to New York, 29 to Kentucky, 26 each to Pennsylvania and Indiana; all the New-England States 18; while the Southern States have 82. Of those of foreign birth 97, or nearly one-half, are Irish; 50 Germans; 21 Canadians. 246, or nearly one-half, are reported as laborers, while the business of farming is represented by 76 persons. There is not a preacher or a teacher in the institution; only one lawyer, and but two physicians.

Can any one read the above synopsis of this Prison Report and say that education does not control the moral, social, and religious elements of the community? Here are more than 500 people, nearly one-half of whom are laborers, about one-third of whom are nearly or altogether illiterate, one-half intemperate, and two-fifths not natives of the country; and yet they, and such as they, have opportunities of becoming citizens invested with the elective franchise, by which they (when at liberty) can elect our school-directors, expurgate our school-books, and depose our school-teachers. 'School-houses are cheaper than prisons.' It is better to educate than to reform and punish. We venture the assertion that the cost of the arrest, the indictment, the trial, the conviction, the sentence, and the punishment, of these 539 convicts would be greater than all the money invested by the state in educational efforts during the year. Constables, sheriffs, lawyers, courts, juries, and jails, are expensive luxuries for securing the safety of persons and property in any community. To some extent these costly incumbrances must always remain in the community; but a comparison of two items in the above report will show where the security lies. Immigration to Illinois during late years has been much greater from New England than from the Southern States. Does not this fact speak volumes in favor of the common schools of New England? Again, there are of the foreign convicts as many Irish lacking 10 as there are in all from Germany, Canada, England, and all the rest of Europe. Is this not significant of a better system of education in some than in others? 'We must educate'; we must go out into the highways and hedges and compel all the unfortunate children of this very class of people to come into our schools, and thus save them and the nation. It is not democratic that minorities shall coërcé majorities; and since it is an established principle of our state government that the property of the state shall be taxed for school purposes, it is right that the majority shall compel the minority to receive the boon, since it secures the welfare and happiness of the children, gives permanence to the institutions of the state, and injures or defrauds no body. We would rather coërcé children to become good citizens than to permit them to become bad and then furnish prisons to punish them for our neglect.

**CALIFORNIA.**—We welcome the *California Teachër* to the ranks of the Teachers' Journals of our land. The first number of the first volume was issued in

July, and is a neat, well-printed monthly. It is evident that the energy and enterprise that led its 29 editors to that far-off state will not let them rest until they have organized and put in motion all the appliances that have been deemed necessary to further the interests of education in the old states. They have gone at it with an understanding and a will that insures success. We look forward with considerable curiosity to the movements of the California Educational Society. That is rather a new idea, and we will have something more to say of it hereafter.

Those who desire to know what is doing in the land of gold will do well to inclose one dollar to the address of *The California Teacher*, box 1977, San Francisco.

DR. DIO LEWIS, OF BOSTON, has invented an admirable but simple little frame to be used by students at their table or school-desk, in order to preserve erectness of spine and fullness of chest, by enabling them to hold their books and sit in an erect position. Especially for those engaged in the study of mathematics and the classics, where the slate or lexicon is required in addition to the textbook, is this little frame desirable. Those who are troubled with an inclination to curvature or weakness of the spine should have the frame; it will do them good, besides being a great convenience in the matter of holding the books.

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#### LOCAL INTELLIGENCE.

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CHICAGO.—The regular meeting of the Board of Education was held August 4. After the transaction of business of no general interest, the Board became involved in a lengthy discussion on the subject of certain objections brought against some of the school Readers, on account of their alleged sectarian influence and tendency, which resulted in dropping the Fifth and Fourth Readers from the list. The principal objections to the Fifth Reader were founded on the piece the 'Progress of Freedom', page 239, by W. H. Prescott.

At the special meeting, August 15, A. H. Vanzwoll was elected Principal of the Scammon School, and Morton Culver Principal of No. 12. Miss Jennie E. McLaren, of the Foster, was elected to fill the vacancy in the High School. B.

NORMAL-UNIVERSITY ALUMNI ASSOCIATION.—On Friday, after the anniversary exercises, the graduates of the institution who were present assembled in the hall of the Wrightonian Society, for the purpose of forming a permanent organization of the Alumni. Mr. John Hull, of the class of 1860, was chosen President; and Mr. J. H. Burnham, of the class of 1861, Secretary.

The object of the meeting was stated to be to form an organization which should be the central rallying-point for teachers who had taken the full course of the institution, to enable them to aid and assist each other, to make arrangements for annual lectures or meetings, and to enable those who had been classmates and schoolmates together to learn annually the whereabouts of each other. A committee was appointed, consisting of Messrs. E. A. Gastman, J. H. Burnham, and J. H. Thompson, to "act as Executive Committee; to draft and report a Constitution, to be, if possible, such as will be acceptable without amendment; and to make all provisions and arrangements for the ensuing year."

Fifteen graduates were present, and reports were made showing where the absent were situated: several of them were in the army, and the rest, with one exception, have been engaged in teaching the past year.

[The above notice should have appeared in connection with the Normal-University Exercises in the last number, but came too late for insertion.—Ed.]

NEW SCHOOL-HOUSE.—We learn from the *Aledo Weekly Record* that a very fine school-building has just been completed in the town of Aledo, at a cost of about \$2,000. It is a two-story building with a handsome cupola, containing seven rooms, with a vestibule 14 x 21 on the lower story. The lighting and ventilation



are said to be upon the most approved principles. The seating and furniture generally will be of the improved kinds, and not the old, rough, ill-constructed pattern. We like to hear of such improvements: they indicate progress in the right direction.

EUGENE L. AIKEN, who has been Principal of School No. 12, Chicago, ever since it was established, has resigned his position, and removed to Kansas, intending to practice law with Judge S. O. Thacher, of Lawrence. May success attend him. B.

CAPTAIN BURNHAM.—It affords us pleasure to learn that Ex-Captain John H. Burnham, a notice of whose resignation in the army we published in the July number, has been elected to the Superintendency of the schools of Bloomington for the coming year. We welcome the Captain back to *our ranks*.

MR. C. F. CHILDS.—We learn that Mr. Childs, the Principal of the Model School in the Normal University, has been elected Principal of the St. Louis High School. While it affords us pleasure to note the progress and promotion of our friends to positions of greater influence and pecuniary value, it is a matter of regret that they go out of our own state. However, perhaps it is not so bad; exchange is no robbery. We took Mr. Childs and friend Edwards, Principal of the Normal, from St. Louis, and ought not to complain if one of them is taken back.

ILLINOIS NORMAL UNIVERSITY.—We have received the Annual Catalogue of this institution for the school year of 1862 and 1863, containing a list of the students, the courses of study in the Normal and Model Schools, and a roll of those who were in connection with the institution who have been and are engaged in the defense of the country.

The entire number in the Normal Department is 205: of these 127 are ladies. The whole number in the Model School is 226, making in all in the institution 431 pupils.

The following persons constitute the Faculty:

Richard Edwards, Principal, Instructor in Mental Science and Didactics; Edwin C. Hewett, Instructor in Geography and History; Joseph A. Sewall, Instructor in Natural Science; Thomas Metcalf, Instructor in Mathematics; Albert Stetson, Instructor in Language; Margaret E. Osband, Instructress in Grammar and Drawing. *Model School*: Charles F. Childs, Principal; Livonia E. Ketcham, Teacher in Primary Department.

*Calendar for 1863—1864.*—The School Year of Forty Weeks is divided into Three Terms. The First Term begins Monday, September 7th, and continues Fifteen Weeks. Semi-annual Meeting of the Board of Education, Wednesday, December 16th. Examination at the close of the Term. *Vacation of one week.* The Second Term begins Monday, December 28th, and continues Thirteen Weeks. *Vacation of one week.* The Third Term begins Monday, April 4th, and continues Twelve Weeks. Examination during last week of term. Annual Meeting of the Board of Education, Wednesday, June 22d. Annual Meeting of the Illinois Natural-History Society, Wednesday, June 22d. Address before the Literary Societies, Thursday evening, June 23d. Commencement Exercises, Friday, June 24th. *Vacation of ten weeks.*

In our next number we will publish the list of those who have gone out from this institution to serve the country in the tented field. It is a noble record, and we will do every thing we can to honor the brave men whose names are found upon it.

ILLINOIS STATE TEACHERS' ASSOCIATION.—Where shall the next meeting of the State Teachers' Association be held? At the meeting of the Association in Rockford it was deemed advisable to submit the selection of the place for the next meeting to the decision of the Executive Committee, with the understanding that they would choose that place where the best railroad facilities should be offered the members. Several places have been suggested as suitable and desirable from which to select—as Joliet, Springfield, Alton, and Centralia.

If the friends of education desire this body to meet with them in any particular locality, they can ascertain whether the railroads will grant return tickets to the members, and what other inducements they can offer the committee, and communicate the same at the earliest moment to Mr. James J. Johnston, Joliet, Chairman of the Executive Committee, or to A. M. Gow, Rock Island, Corresponding Secretary of the Association.

The next meeting will open on Tuesday, the 29th of December, and continue, as usual, three days.

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#### NOTICES OF BOOKS, ETC.

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**ELEMENTS OF WRITTEN ARITHMETIC.** By Charles Davies, LL.D., Author of a Full Course of Mathematics. New York: Barnes & Burr, 51 and 53 John street. Chicago: George Sherwood, 118 Lake street.

We have often thought it strange that there was no elementary written arithmetic in Prof. Davies's series. It is our opinion that it is more economical to the pupil in a pecuniary point of view to take up an elementary arithmetic and wear it out in preparing for the common-school than it would be to wear out two of the common-school; besides, the novelty of a new book is a great stimulus to exertion. We like this elementary for its arrangement in having fractions follow the fundamental rules. It is an improvement on the old common-school. The new practical has the same improvement. The paper is good, the type clear and inviting, and the exercises quite numerous and progressive. There is no effort made to teach the philosophy of arithmetic in this book, but simply to give a practical idea of the use of the several rules, and a facility in their operation. On this account also we think it a good book, and a great improvement.

**LESSONS ON OBJECTS.** Graduated Series, designed for children between the ages of six and fourteen. Containing, also, information on common objects. Arranged by E. A. Sheldon. New York: Charles Scribner. Chicago: S. C. Griggs & Co. 1863. Pp. 407. \$1.50.

This is the second work of this character by Mr. Sheldon. The first was entitled a Manual of Elementary Instruction, and was well received. This gives more matter which is suggestive to the teacher than instruction for its use. The first book taught more of the 'how to teach', and was intended to give instruction to that end: this, however, deals more extensively in the 'what to teach', and is therefore composed of lessons for the teacher's study. Those who attempt to adopt this method must give close attention to the matter they wish to impart, or they will soon find their stock of information running away without any perceptible good results. Teaching after this method is not the mere putting-in of time by a crude talk upon that which ordinarily-intelligent children understand as well as the teacher. If such instruction as is suggested by this book be attempted, the teacher must study, must prepare his themes, and have some object in view in imparting the knowledge acquired for the development of the minds of his pupils. We would recommend the book as one which will be of great assistance to the really progressive, intelligent teacher.

**HILLARD'S SERIES OF READERS.** The First Primary Reader. Pp. 72. The Second Primary Reader. Pp. 118. The Third Primary Reader. Pp. 236. Hillard's Fourth Reader. Pp. 240. Boston: Brewer & Tileston. Chicago: W. B. Keen & Co.

The First, Second and Third Primary are entirely new books, printed on fine tinted paper, and beautifully illustrated. The Fourth is a new edition of that published in 1857, revised, enlarged, and improved. These books follow the orthography and pronunciation of Worcester's Dictionary. Each book except the First Primary has a considerable space devoted to articulation, emphasis, inflection, and

correct pronunciation. Each reading-lesson is preceded by a collection of words for spelling and enunciation, divided, accented and marked as in the Dictionary. On the whole, the books present a very fine appearance.

**PAYSON, DUNTON & SCRIBNER'S COMBINED SYSTEM OF RAPID PENMANSHIP.** Published by Crosby & Nichols, 117 Washington street, Boston.

This system of Penmanship is coming out in a new dress— We saw in our recent visit to Chicago three numbers of the new series— very neat, plain, and pretty. The increasing favor shown this system of penmanship is an evidence of its great merit. Address W. M. Scribner, Chicago.

**THE BOOK OF DAYS.** A miscellany of Popular Antiquities in connection with the Calendar. Parts 14, 15, 16. Philadelphia: J. B. Lippincott & Co.

These numbers extend over the time from July 1 to August 9. They bring together, under appropriate dates, a vast amount of information accessible nowhere else, including anecdote, biography and history, curiosities of literature, oddities of human life and character, etc. B.

**A CRITICAL HISTORY OF FREE THOUGHT,** in reference to the Christian Religion. By Adam Storey Farrar, M.A., Michel Fellow of Queen's College, Oxford. New York: Appleton & Co. Chicago: Griggs & Co. 1863. 12mo. Pp. 487. \$2.

The term 'free thought' does not convey to general readers a just idea of the subjects before us, since the author defines it as not justly including Protestantism, but as consisting of scepticism and unbelief.

The task proposed is to describe the chief oppositions to Christianity, and these are classified as follows:

1. The struggle with heathen philosophy, about A.D. 160 — 360.
2. The struggle with sceptical tendencies in scholasticism, in the middle ages, A.D. 1100 — 1400.
3. The struggle with literature, at the Renaissance, in Italy, A.D. 1400 — 1625.
4. In the struggle with modern philosophy in three forms: English Deism, in the seventeenth and eighteenth centuries; French Infidelity in the eighteenth; and German Rationalism in the eighteenth and nineteenth.

Having analyzed and discussed these points, the last lecture recapitulates, answers objections, and explains the lessons derived from the discussion.

To all classes of readers Mr. Farrar's book is one of high and seasonable importance, interest, and instructiveness. B.

**THE HISTORICAL SHAKSPEARIAN READER.** Comprising the 'Histories', or 'Chronicle Plays', carefully expurgated and revised, with explanatory notes. By John W. S. Hows. New York: D. Appleton & Co. Chicago: S. C. Griggs & Co. 1863. Pp. 503. \$1.50.

Mr. Hows's 'Shakspearian Reader' was published sixteen years since, with the hope of making Shakspeare a text-book for schools. A doubtful experiment, it has become a marked success; and the present volume has been prepared to meet the demand for a continuation of selections from the poet's works. The historical plays have been selected as being invaluable adjuncts to the study of English history, presenting, as they do, a truthful narration of events, drawn from accredited chronicles of the times, and vivid pictures of the manners, habits and customs of the people.

Literature affords no more valuable aids to the youthful student than these, because of the marvelous power of truthful characterization with which the poet has invested the leading historical personages.

We can not, however, sympathize with the spirit which has induced the 'rigid expurgation and revision' which have been adopted. Many of the expurgations are, we think, ill-judged and frivolous, and some of them so occur as to mar, if not destroy, the beauty of the original. More than this, we think the principle is wrong. Let us have Shakspeare entire if at all. At the worst, he is less to be found fault with than the classic mythologies, which are taught without hesitation.

B.

A SUPPLEMENT TO URE'S DICTIONARY OF ARTS, MANUFACTURES, AND MINES. Containing a clear exposition of their principles and practice. From the last edition. Edited by Robert Hunt, F.R.S., etc. Illustrated with 700 engravings on wood. New York: D. Appleton & Co. Chicago: S. C. Griggs & Co. 1863. Royal 8vo. Pp. 1096. \$6.00.

A vast amount of valuable information is herein contained, making the Supplement a necessity to all whose line of business is in this direction. It is intended to bring down the history to the present time. Generally speaking, this has been done; but we look in vain for full information on those subjects brought so forcibly before us through the present war. We instance the incomplete articles *Artillery*, and *Rifles*, and the omission of any thing concerning mailed ships, projectiles, etc. We regret, too, the entire absence of an index. B.

THE TEACHER AND PARENT. A Treatise on Common-School Education. By Charles Northend. New York: Barnes & Burr. Chicago: George Sherwood. 8th Edition. Enlarged. \$1.25.

In these days, when those for whom such works as this are written rarely take pains to obtain them, it would seem impossible to reach an eighth edition, did we not remember the admirable fitness of Mr. Northend for such a task.

This volume, attentively studied, will open up to many a teacher his profession in a nobler light, stimulate him to greater fidelity, and furnish him with many plain, practical suggestions, whose value in the performance of his arduous duties he will be unable to estimate.

We wish every parent in Illinois could read this book, and would profit by its teachings. It shows so plainly and truly the relation of parent and teacher to each other, and to the child, that we could not fail through the improved understanding to have more of a spirit of coöperation, and consequently better schools. No one interested in education can read it without being benefited. B.



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We have used Allen's Primary Geography in the Delaware (Ohio) Public Schools during the present year, and those teachers who know how to use it are great admirers of the work. I am much pleased with it myself.

WM. CARTER, Superintendent.

Allen's Primary Geography meets with our unqualified approbation. . . . The study of Geography has presented itself with a new aspect to my school, and my pupils who have finished the primary work are ready to hail with enthusiasm the appearance of the author's advanced Geography.

J. LOVEWELL, Prairie du Chien, Wis.

Lippincott's Geographical Series will soon be completed by the publication of the Second Book. This work is on a novel and highly philosophical plan, and is designed to present the subject of which it treats in a manner to promote the normal growth of the intellect—a matter of no little importance, though generally overlooked. It promises to be as great a favorite as its fore-runner, Allen's Primary.—*Ohio Educational Monthly.*

I put it [Allen's Primary] into two of our primary schools, and am so much pleased with the results of the experiment that I shall recommend the Board to introduce it throughout, to the exclusion of all other Primary Geographies.

J. B. ROBERTS, Sup't Pub. Schools, Galesburg, Ill.

It has commended itself most favorably, particularly in the interest it has awakened and sustained in the pupils.

EDWIN A. GIBBONS, Waltham, Mass.

It works well—is just the thing in the hands of a good teacher. Our good teachers are delighted with it, and pupils make rapid progress.

W. M. HATCH, Sup't, Bloomington, Ill.

I can hardly say too much in commendation of Allen's Primary Geography. I am delighted with it. It is not only the *best* Primary Geography that has yet made its appearance, but the *only one within my knowledge that can claim a character based on truly philosophical principles.*

ISAAC F. CADY, A.M.,  
Principal Public High School, Warren, R. I.

It is now one year since we introduced your Oral Geography into our public schools. Perhaps the highest compliment we can pay it is the order already sent for another edition for the incoming classes. We consider it invaluable to those commencing the study of geography.

E. A. SHELDON,  
Sec'y Board of Education, Oswego, N. Y.

After several months' trial of Allen's Primary Geography in the class-room, it gives me pleasure to acknowledge that the work has awakened more thought and cultivated the language of pupils more fully than any book ever used in the primary classes.

A. S. KISSELL,  
Sup't City Schools, Davenport, Iowa.

Our teachers—the thinking, working ones—are delighted with it; and the children have learned to love it as if it were a companion. They read it in their classes, study it diligently in school, take it home with them, interest their parents in it, and, the mothers say, put it under their pillows at night.

JAMES O. ADAMS,  
Sup't Public Instruction, Manchester, N. H.

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# ILLINOIS TEACHER.

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VOLUME IX.

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## INCORRECT CORRECTIONS.

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MR. EDITOR: Zeal for correctness of language is most commendable in those who are called to the instruction of our children in schools. All the labor spent upon grammar, composition, and rhetoric, is not enough to keep from the lips of our youth solecisms, awkwardnesses and vulgarisms of speech. Perfect success is not to be looked for with any possible degree of pains-taking, for various reasons; but the faithful teacher will none the less do all that he can properly do. I have no doubt that much more might be gained with a different system of instruction in language, since I see that so much of the time and power of both teacher and pupil are wasted in teaching and learning what does not conduce, except remotely, to the great objects of all lessons in grammar and rhetoric.

One trouble is that persons who have not given to the subject of language an unusual degree of attention and study, with a spirit of independent investigation too, and with an observation of the usages of good writers, are liable to commit the mistake of giving needless rules, and of forbidding the use of idiomatic expressions which are perfectly good English, simply because they have some fancy against using them, or because they are unable to parse or analyze or 'diagram' them according to their schemes and theories of grammar. Fortunately there are counteracting forces that repugn the pedantic errors of the text-books and the school-rooms, and at the same time perpetuate the idiomatic and true English. But it is not my purpose to go on to point out specially the errors referred to, nor to show the forces that rebut them: I wish only to show up a few examples of incorrect correction of some examples falsely called false syntax. With most of the first article in the July number of the *Teacher* (p. 209 *ante*) I heartily agree, especially with the introductory page; but your cor-

respondent A. is so zealous to make corrections that he falls into the contrary error of disallowing some good or allowable expressions. Some of these I would notice, using the same numbers that A. has, for reference.

"58. He has drunk the water." I suppose our friend A. prefers to say 'he has *drank* the water'. But when he calls his classes in grammar to recite the list of irregular verbs, what will he find the grammarians to have taught his pupils? Gould Brown, whose testimony upon such a point of usage is worth that of *all* others, says "the preponderance of authority is yet in favor of 'had *drunk*'", though he gives *drank* as used very generally. Wells cites Walker as saying "From the disagreeable idea excited by the participle *drunk*, *drank* has been long in polite usage adopted in stead of it." The two scholarly treatises of Mulligan and Fowler do not even mention *drank* as participle-perfect of *drink*, but give *drunk* and *drunken*. Greene, Clark, and Chandler, give *drunk*, *drank*, thus putting *drunk* as preferable: Bullions, Wells, Covell, I. H. Nutting, give *drank*, *drunk*; Murray, Latham, Welch, and Butler, give *drunk* only, as do our lexicographers Johnson and Worcester: while Webster (whose testimony is worth less than I wish it were, because of his unfortunate habit of trying to shape the language) gives *drunk* as the *old* participle. Pinneo, with characteristic superficiality, gives *drank* only, being the only writer of all that I have named or consulted who does so. (I never refer to his book for grammatical authority, but only to see what is taught in some parts of our country.) Butler, who is really a good grammarian, says "It would be better for those who are afraid to say 'Toasts were *drunk*', lest it might be supposed that the toasts were *intoxicated*, to use some other form of expression, such as 'The company drank toasts', and not make the innocent language suffer to save the character of the toasts."

It appears, then, that unless A.'s class is confined to the meagre diet of Pinneo, they will find *drunk* allowed by all their grammars (except P.), preferred by several, and required by the best. I trust that A. (which stands for ANONYMOUS) will correct his own syntax and his list of errors forthwith.

I may well remark here that mere *negative* testimony I count as worth very little, especially in our dictionaries. The fact that Dr. Worcester gives a certain form of a word, and Dr. Webster does the same, without mentioning some other form, by no means shows that the latter form is to be disallowed. As says Gould Brown, "A word is not necessarily *Ungrammatical* by reason of having a rival form that is more common." (See a foot-note to Obs. 5 under 'Redundant Verbs', in his *Grammar of Grammars*.)



"64. . . . He begun his work." Good authors still use *begun*, though it is growing obsolete.

"40. He dared not approach him." Here Mr. A. will find against him Gould Brown, Mulligan, Fowler, Butler, Wells, Welch, I. H. Nutting, Tower, Clark, among grammarians, Shakespeare among authors, and, *I say*, the *growing* usage of English authors. I venture to say that sixty years hence *durst* will be marked *obsolescent* by careful observers of the usages of the language. The grammarians should now say that when the verb *dare* has the signification of *venture*, *durst* is frequently used as the past tense.

"13. I saw the man yesterday." This is surely as good English as ever was written by Shakespeare, Milton, Addison, or Macaulay. What could have been supposed wrong in it?

"69. The sheep were sheared." *Sheared* is just as proper as *shorn*: Brown and Mulligan prefer it: Greene, Butler, Wells, Clark, Bullions, Webster, and Worcester, all give it without note of any doubt.

"41. The man was hung until he was dead. 42. The clothes were hanged upon the wall." There is an attempt to draw an exclusive distinction between *Hang* when used to denote suspension for the taking of life and *Hang* when used with other meanings: but the literature of the language does not warrant it. Both these examples are *correct* as they stand. Worcester says "when the word denotes suspension for the purpose of destroying life, the regular form *hanged* is to be preferred; yet *hung* is often used in this sense."

"45. The farmers have not sowed their wheat yet." *Sowed* is correct: see Webster, Worcester, Brown, Mulligan, Fowler, and others.

"87. The flying enemy." Well, why not? what else should it be? 'the fleeing enemy'? No: let us have our little hyperbole in peace: spoil not that grand bit of history—"They fly! they fly!" "Who fly? who fly?" said the dying hero. "The enemy." "Now, God be praised, I die happy", responded Wolfe, and never spoke again. The example No. 86, "The army flew before the enemy", may be an error, or it may be like the one already considered, an extravagant hyperbole.

"81. The opinion is too universal to be corrected." What is the matter? May we not say *too universal*? I suppose it is held that if any thing is universal it can not be more so, and that *universal* does not admit of the degrees implied by the modifiers *more*, *most*, *very*, and *too*. I should be glad if I had more time and room to discuss this notion, which is based on a mistake. It presupposes that words that have an absolute meaning some times, or generally, must always have it. Hence such words as *perfect*, *true*, *safe*, *round*, *square*, *just*,

*false, free, complete, honest*, are denied comparison. Now to cure one of this notion I know nothing better than a careful reading of our current and our best writers. I once began noting such examples in my reading, but ceased my collection when I found my pages devoted to it rapidly overflowing from the frequency of the occurrence of such comparisons. Every author not spoiled by grammarians uses them. Nor is either grammar, rhetoric, or logic, outraged by them. (Now let some purist pedagogue attack that sentence of mine, and I can justify it by abundant good usage.) The true explanation is that the words listed above and many others are not used in their absolute meaning: thus *perfect* does not mean *absolutely perfect*, but *nearly perfect*; hence something else that more nearly approaches perfection may be called *more perfect*. One man may be pronounced *honest*; but another whose integrity is found less likely to fail under temptation is called *more honest*. The most striking instance that I find in my notes is the expression 'too self-evident', which is found both in Greeley and in DeQuincey: "this must be too self-evident to require any further words", says DeQ.; if the great author had been one of A.'s pupils, would he not have been *corrected* forthwith?

"5. This is the more preferable method." Certainly; some day at table I think pie good, but pudding preferable to pie, and ice-cream 'more preferable': why not? If one thing or method is *to be preferred*, why may not another be *more to be preferred*?

"7. I had rather not do it. 11. He had better not do it." Here is another English idiom that some modern would-be purists are trying to oust from the language. But with Shakespeare, the Bible, Addison, Swift, Dickens, DeQuincey, Irving, Hawthorne, Thackeray, Scott, and hundreds of other classical writers against them, they will never succeed in their attempt. The phrases objected to are good English, and will long remain so. [I gave some notes on them in *Illinois Teacher*, vol. vii, p. 302.]

"14. Which is the tallest, Mary, or Sarah?" I presume that our friend A. would put *taller* for *tallest*. Here again we might undertake to bring examples from literature, which are the last and sufficient resort; but I prefer to send all who want to study the question to Gould Brown's *Grammar of English Grammars*, Part II, Chap. iv, Obs. 12 and 13 in the discussion of comparison. He opens the subject thus: "The common assertion of the grammarians that the superlative degree is not applicable to *two* objects, is not only unsupported by any reason in the nature of things, but it is contradicted in practice by almost every man who affirms it." It is an unreasonable affectation of accuracy which is not supported by good usage.

"24. The dog ran in under (*nunder*) the cars." As we are told at the close of the article that 'the sentences in parentheses are correct', what are we to make of *nunder*? Passing this little slip, however, is the objection only to the mispronunciation, or is it to the use of *in* in that place? Will A. maintain that one preposition can not follow another? I have not room for a general or a particular discussion of the principle or of the example: but I will refer again to Gould Brown and examples there to be found; and if needed or desired, I can show both the reasonableness and the grammatical propriety of the example, the '*nunder*' always excepted.

I have marked for notice Nos. 8, 25, 53, 72, 82, and 93, but will not ask further room in the *Teacher* for the discussion. I will not say that all of these are entirely defensible, however. But I must say that if we would have our pupils heed what we tell them about proprieties and improprieties in language, we must not dogmatize on disputed points, and we must not forbid the use of words, phrases and constructions which can be found in the writings even of our best authors.

WILLARD.

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## THE HOME OF CHARLOTTE BRONTË.

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BY REV. ROBERT COLLYER.

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I LIVED for years within a few minutes' walk of a full view of Haworth town and church, yet never went to the place in my life, for the simple reason that it was one of those places where no one ever thought of going if he could help it. A grim, hard place, poor as poverty—so poor that I remember the natives of villages round about had hit upon a kind of common saying to describe its chronic barrenness, and the utter futility of any hope that a man there could have any choice in his ways of living. I heard it scores of times in my boyhood, long before the lives of those three fated sisters had made Haworth what Burns made 'Auld Ayr'. A poor fellow, completely cornered, would ask advice of one entirely unable to help him, and ten to one but the reply would be "Thou must do as they do at Haworth—do as they can." I have seen nothing of the descriptions given in any of the 'articles' that makes so vivid as this saying, which has most likely percolated from the observations of centuries, the grim sense of its poorness in the minds of the natives of the dales.

Far in my earliest boyhood, I remember what a dree, curious, old-fashioned population lingered all about the places that are now flooded by a new race, the creation of the spring-time of commerce and manufactures. In the quaint old village of Ilkley, the rude forefathers of the hamlet had been carried to their long home, and rested quietly in the same spot, ever since it was one of the cities of the Brigantes, and the Olicana of Strabo. This village, a few miles from Haworth, was a good pattern of the antique life in all those places. I remember one hale old patriarch who prided himself on being the man who saved the only oat-cake left in the town when a detachment of Scotch rebels made a raid upon it in '45. Being then a baby, his mother put the cake in the cradle, and put the bed over it, and the baby over the bed, and so saved her cake. In my early life I used to wonder why a family with the name of Ickingrill had the pleasant privilege of having the church-bells chimed whenever one of that blood died. For all others the bell was tolled. When I asked after the custom, I was told that it had always been so; and they being a wild, reckless set, to a man, I concluded that in some remote age the natives had been so glad to get rid of them that they had turned the sign of sorrow into one of rejoicing, until in my reading I stumbled over the fact that the family name was a Danish one, and the custom of chiming at funerals was Danish, too.

So then I saw how they must have been of the old wild stock that invaded and overrun those regions long before the Conquest. The reckless fire in the blood was still there, and the custom for the dead had been held fast for a thousand years on the same spot, but all memory of the fierce Viking, with his shipful of robbers, had utterly faded away. Speaking of bells brings back the memory of the only pleasant thing I ever linked into any idea about Haworth, in those early times. The bells in the old gray tower were full of a fine strong melody. The ringers were famous for their skill, and the church stands well for tossing the sound out over the great brown moorlands that stretch away from it in every direction. As I grew up into the age of poetry and romance, very few things gave me a purer pleasure than to start on a bright, clear Sabbath morning, in the early summer, with a new book (all books were new then), for a long walk over the moorlands, a long, quiet communion with my author, and to hear the Haworth bells ring out through the still air.

I suppose the mount of transfiguration is not so hard to climb in early youth as it becomes by-and-by, and that may have had something to do with the intense enjoyment of those mornings. As I now remember them—the clear, still air, the blue sky, the moors



shimmering and glancing in the morning sunshine—above all, the rich, clear sound of those bells floating along, filling the air, mingling with the sound of the sky-lark and linnet, it seemed at some moments as if the heavens had lowered themselves and come down, and I was listening to broken fragments from the song of the immediate angels, and the sound of harpers harping on the sea of glass. And looking back into those times, which were also those of the girlhood of Charlotte Brontë, I feel how the same pleasant thing must have cheered her some times in her long walk over the moors,—for the ringing was not confined to the Sabbath. At every rural wedding the ringers were sure to be ready the moment the happy pair came out of church, to strike up their welcome; and early on every Christmas Eve you were sure to hear them, and all through the night, at intervals, there came sound and then silence through the dale, now the bells, and then the coarse but musical voices of men and women, telling how

“While shepherds watched their flocks by night,  
 All seated on the ground,  
 The angel of the Lord came down,  
 And glory shone around.”

So, also, New-Year's night, the bells ever sounded to tell the story of the Old and the New. And with the lights that shine on that old parsonage now, one thinks tenderly of those that lay there listening, or went about the deep room feeling, if not saying, the burden of the great song

“Ring, happy bells, across the snow,  
 The year is going, let him go;  
 Ring out the false, ring in the true;  
 Ring in the valiant man and free—  
 The larger heart, the kindlier hand;  
 Ring out the darkness of the land;  
 Ring in the Christ that is to be.”

And I have wondered some times whether this one pleasant thing in Haworth had not some substantial influence leading them, when they must perforce come before the world, to write these names on their title-pages, Currer, Ellis and Acton *Bell*.

The competition between church and chapel in those past times was incessant and relentless. Church had the vantage-ground of ancient prestige. The Yorkshireman of the dales dearly loves the old chapel, prospered by the direct and homely sermons of its blacksmiths and shoemakers. Believing with all their heart, they preach with all their might. The most unfair thing in the pictures of Charlotte Brontë

is when she girds at the 'Methodies', and it tells better than any thing else how the small irritations of children lost from the Sunday School, and members from the congregation, fretted her in spite of herself. The great heart of the woman looking out at the world, and the local heart of the parson's daughter looking into the country church and school, are not the same thing. With the deepest reverence for the one, I know too much of how all those things stood in the times when she gathered the material for her books not to know that she is entirely unfair in her treatment of Dissenters. The progress of all parties in a higher care and culture in the most sacred things had already made a great difference thirty years ago. The church was not near so careless or the chapel so coarse as it had been, but it was notoriously the chapel that had put the church on her mettle, and that kept her to her work. And in spite of trenchant criticism and oversight, there were strange doings some times in one or another of the churches.

I can just remember the parson, in a country church, reading prayers one day, and when the people had settled down for their sermon, he told them that he had lost it coming from Denton (the old home of the Fairfax family), so he must send them home with the benediction. And of another, a man of great power, who used to boast that he could preach, drink, or hunt, with any man he ever saw. Of another, to whose house the wardens went one Saturday, to ask if he would say the prayer for rain, as the crops were in danger of drying up—to which he replied, "Certainly, but I know it will be useless unless the wind changes." Of one parish clerk who, when the curate was about to leave, gave notice that next Sunday Mr. B. would preach his funeral sermon. And another, a poet, unconsciously reading out a verse he had made in praise of a lady, in stead of the hymn. Poor fellow! he died the other day, unmarried and alone. Of yet another clerkly poet, who, to honor the visit of the Bishop, all unknown to the parson, made a psalm, and at the time when the psalm should come in, announced "A psalm of my own composing—

"Ye little hills, why do ye skip,  
And wherefore do ye hop?  
Is it because that ye have come  
To see my Lord Bishop?"

I believe they did not let him give out any more.

I may not forbear to mention the wonderful truth of Charlotte Brontë's pictures of Yorkshire life. Living in the same localities, able to identify the places in Jane Eyre from her accurate drawings, wherever she has no such bias as I have noted, she is sharp and dis-

tinct as the photograph. Her bits of dialect in her first book are purely true to Haworth. Ten miles makes a difference of speech to the ear of a native. When I read *Jane Eyre* it was on this side of the Atlantic, and the authorship had not then transpired; yet it carried me back, and set me down in the dear old birth-place, and made me hear voices in the homely tongue, and walk again over the brown moorlands, listening to the bells sounding out from the gray old tower of the church of Haworth.

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## AMERICAN INSTITUTE OF INSTRUCTION.

## PROCEEDINGS OF THE THIRTY-FOURTH ANNUAL MEETING.

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FIRST DAY—TUESDAY, AUGUST 25, 1863.

THE Institute met in the South Congregational Church, Concord, N. H., at 2½ P.M., the President, A. P. Stone, of Plymouth, in the chair.

Prayer was offered by Rev. Dr. Cummings, of Concord.

Henry E. Sawyer, of the Concord High School, in behalf of the Board of Education and the citizens of Concord, welcomed the Institute most cordially to the hospitalities of the city, introducing, in closing, his Excellency Gov. Gilmore, who, in a few appropriate remarks, expressed his deep interest in the cause of popular education, and the pleasure he felt in meeting the Institute.

The President responded in behalf of the Institute, and proceeded to give his annual address. He expressed his satisfaction in again meeting so many of the founders of the Institute, and at finding so great an interest in education manifested, notwithstanding the state of the country for the past two years. He then called attention to some practical matters, referring particularly to the published volumes of the Institute, expressing a hope that a sufficient interest would be manifested to induce Messrs. Ticknor & Fields to republish, as has been planned, the whole series.

On motion of Mr. W. E. Sheldon, the reading of the records of the last meeting was dispensed with, and the minutes were approved.

On motion of Mr. Charles Northend, the President was authorized to appoint a Committee on Nominations, on Teachers' and Teachers' Places, and on the Enrollment of Attendance.

The discussion on the topic *What instruction is best adapted to prepare our pupils to appreciate and discharge their duties as citi-*

*zens and patriots?* was opened by Mr. T. D. Adams, who made a forcible address favorable to making our young men more familiar with the theory and genius of our institutions. To do this he thought we should have a text-book prepared with special reference to teaching the principles of our government. Even a little child readily understands that freedom for all is the great law of God. The discussion was continued by Messrs. Greenleaf, of Brooklyn; Crosby, of Nashua; Sheldon, of West-Newton; Hedges, of Newark; Calvin Cutter; Palmer, of Boston; and Allen, of Newton, with spirit and interest, to the hour of adjournment.

Mr. J. W. Webster, in behalf of Gov. Gilmore, extended an invitation to the Institute to visit the State Reform School and the grave of Gen. Stark, at Manchester; and, on motion of Prof. S. S. Greene, the invitation was accepted. The Institute then adjourned.

*Evening Session.*—The Institute met at 8 o'clock, and after music, Rev. H. E. Parker, of Concord, was introduced as the lecturer of the evening. His subject was *The Importance of making the Formation of Character the great Object of Education.*

The President announced the following Committees:

*On Nominations*—Messrs. Sheldon (W. Newton), Sawyer, Philbrick, Greene, Hedges, Allen (N. London), and Camp.

*On Teachers and Teachers' Places*—Messrs. Northend, Northrop, Houghton, and Valentine.

*On Enrollment*—Messrs. Bartlett, Claflin, Crosby (Nashua), Strong, and Clark.

Adjourned.

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SECOND DAY—WEDNESDAY, AUGUST 26.

The Institute met at 9 o'clock, and joined in singing America, after which prayer was offered by Hon. J. M. Gregory, of Michigan.

The topic *Would the general introduction of Object Teaching into our schools be beneficial?* being announced for discussion,—

Mr. N. A. Calkins presented the subject fully and clearly, advocating the general introduction of object teaching, not separately, but only in connection with other branches of study. In that connection ideas of form, size, color, with a great variety of useful facts, may be acquired, and especially may the habit of close observation be cultivated. We can not refrain from expressing our surprise and gratification at the extremely moderate views advanced by the speaker.

Mr. Brooks, of the Millersburg Normal School (Penn.), followed, giving three reasons why he would introduce object teaching. First,



to develop the perceptive faculties of our natures, as illustrated in the effort of the child to find out about every thing, even to tearing the sofa to see why it springs, or the accordeon to see what makes the music. Secondly, to cultivate habits of observation. Almost all schools ignore this in their course of instruction. He regretted our deficiency in this respect. He never found a penny in his life, though his companions had found them often. Lastly, it leads to logical processes of induction. One of our great educational faults is that we teach deductively, and our pupils fail to acquire habits of induction. Our earlier training should be principally inductive, our later principally deductive.

After a recess of ten minutes, Prof. Mark Bailey, of Yale, gave a familiar, off-hand lecture of an hour and a half on *Vocal Culture and Methods of Teaching Reading*. He thought reading was less satisfactorily taught than any other branch, because of the failure to read naturally: all art must learn from nature, and is strong only when it works in harmony with nature. The art of expression begins with the idea, and all good elocution is the expression of ideas in their appropriate tones of voice. Hence, as a prerequisite to excellence in reading, there must be the required study of the thoughts and feelings to be expressed. In analyzing a sentence, the sense and spirit of the piece must be the basis of consideration. We should first ask what is the general nature of the piece, then what are the individual or particular ideas, and lastly what is the relative importance of the several ideas. The speaker then enumerated the different kinds of emotions which characterize our reading, as the unemotional, bold, joyous, subdued, noble, grave, ludicrous, and impassioned, giving illustrations of each. The elements of vocal expression were then referred to and illustrated, as force, time, slides, pitch, volume, stress, and quality.

The entire lecture was listened to with the closest attention, and was greeted with much applause. We believe Prof. Bailey will have the thanks of many a teacher for the suggestions contained in the lecture, and there will be more than one better teacher of reading because of it.

Adjourned.

The Institute met at 2½ o'clock.

Mr. Sheldon announced that arrangements were in progress for an excursion to Lake Winnepesaukee on Friday.

The President announced an invitation from Gen. E. W. Hinks, to visit the camp and witness the dress parade.

Hon. J. M. Gregory, of Michigan, then delivered a lecture, re-

viewing thoroughly the various systems of education, and giving his own ideas of *A True System of Education*.

The Institute, on motion of Mr. S. W. Mason, invited Mr. J. W. Webster, of the Rumford School, Concord, to exhibit, with a class of boys, his system of gymnastics.

The *Best Methods of Teaching Reading* were then discussed by Messrs. Crosby, Thayer, Greenleaf, and Gregory; after which the Institute adjourned.

The Institute met at 7½ o'clock.

Mr. Northend, from the Committee on Teachers' Places, read a list of the qualifications of those who desired places.

After music, under the direction of Mr. B. B. Davis, of Concord, Rev. B. G. Northrop, of Massachusetts, delivered a lecture on *The Work of the School Superintendent*.

An invitation was received from Dr. Bancroft, Superintendent of the State Asylum for the Insane, to visit that institution Thursday, at 2 P.M., which, on motion of Mr. Bulkley, was accepted.

After a glee, C. C. Coffin, Esq.—'Carleton' of the Boston Journal,—was invited to give some account of battle-scenes he had witnessed. He commanded the almost breathless attention of the audience throughout his graphic descriptions of scenes from Donelson, Gettysburg, and Shiloh. Other incidents of thrilling interest were also related. At the close Mr. Coffin was loudly applauded.

Adjourned.

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#### THIRD DAY—THURSDAY, AUGUST 27.

The Institute met at 9 o'clock. Rev. B. G. Northrop conducted the devotional exercises.

Mr. W. E. Sheldon, from the Committee on Nominations, presented his report, which, on motion of Mr. Walton, was accepted, and the opening hour of the afternoon assigned for the election.

Mr. W. D. Ticknor, Treasurer, presented his report of the finances for the last year, as follows:

Balance on hand before the last meeting.....	\$229 50
Received from new members.....	22 00
“ “ Commonwealth of Massachusetts.....	300 00
	<hr/>
	\$551 50
Expenditures during the year.....	219 86
	<hr/>
Balance on hand.....	\$331 64

The report was received and placed on file.

Mr. Alfred Greenleaf, having, as he said, 'an ax to grind', moved

the resumption of the discussion on object teaching. The motion being carried, he proceeded to speak in favor of such teaching, his ax being the opportunity of showing a silver button worn by a soldier of the Revolution, and an oak leaf, which last he claimed to have plucked from the tree on which Daniel Webster hung his scythe when his father told him to hang it to suit himself. He claimed that the presentation of that button would teach boys to be patriotic, and that showing them that leaf would lead them to think of Webster, and thus to imitate him.

Mr. Philbrick protested against the time of the Institute being spent in advocating ideas so absurd. As if any amount of talk about a leaf would make a Daniel Webster. Calling such superficial nonsense as this object teaching had injured the cause far more than it had helped it.

The President was reminded by the discussion of the lawsuit about the broken kettle: for in the first place the scythe was not hung on an oak but on an apple tree; in the second place, the whole story was fabulous, and entitled to no credence; and in the third place, if it were true, the tendency of the story was bad, for it led lazy boys, having a disposition to shirk, to think they must be geniuses.

Prof. Sanborn, of Dartmouth, spoke of Sheldon's and Calkins's books on object teaching, characterizing much of their contents as absurd. He thought it worse than useless to teach so much about form and the qualities of objects—instancing friable, flexible, volatile, aromatic, etc.,—and giving so many hard words to children five or six years of age, for it prevented their acquiring many things necessary to be learned, and these words and their meanings would be crowded out of their memory in the course of their subsequent training. In some parts of these books he had found questions too simple and ridiculous, and in other places questions far beyond the understanding of little children. In one of these books the questions are: How many eyes have you? Two. Where are they? In my head. In what part of the head? The face. In what danger would a boy's eyes be if they were in the back of the head? *Every time his mother combed his hair she would scratch his eyes out!* [This question is found neither in Calkins nor Sheldon, but in Welch.—B.]

The intense desire of Mr. Greenleaf to grind his ax thus stirred up the most interesting discussion of the meeting. It was further continued by Messrs. Philbrick, Northrop, Camp, and Stanley, all agreeing on the importance of some kind of object teaching. All agreed that it is no new thing (one speaker dating it back to Adam

and Eve), and that every earnest teacher will employ visible objects, to a proper extent, as aids in communicating knowledge.

The Institute then listened to a lecture by Rev. E. B. Foster, of West-Springfield, Mass., on *The Methods of Instructing Dull Scholars*. He conceived these to be three: an appeal to the perceptive faculties, a wise administration of discipline, and instruction adapted to the natural dispositions of the children.

Hon. Henry Barnard presented the following resolution for the consideration of the Institute, proposing to call up the subject for discussion before the close of the meeting:

WHEREAS, the security and honor of the whole country require in the military and naval schools the right sort of men, and the right sort of knowledge and training; and

WHEREAS, the military and naval schools established to impart this knowledge and training will not accomplish their objects unless young men are selected as students of the right age, with suitable preparatory knowledge, and with vigor of body and aptitude of mind for the special studies of such schools; and

WHEREAS, the mode of determining the qualifications of students should be made to test the thoroughness of the elementary instruction; therefore,

*Resolved*, That the Directors of the American Institute of Instruction be authorized and requested to memorialize the Congress of the United States to revise the terms and mode of admission to the National Military and Naval Schools, so as to invite young men of the right spirit, with vigor of body, and aptitude of mind for mathematical and military studies, and who aspire to serve their country, to compete in open trial before intelligent and impartial examiners in each state, without fear or favor, and without reference to wealth or poverty, or the occupation or political opinions of their parents or guardians, for such admission; and that in all cases the order of admission shall be according to the personal merit and fitness of the candidates.

Adjourned.

At 2 o'clock the Institute visited the State Insane Asylum, according to invitation. It numbers at present two hundred and five inmates—one hundred and thirteen females, and ninety-two males. This is the first insane asylum we ever visited where every person we saw looked as if he belonged there. Every thing about the building was characterized by the most scrupulous care, neatness, and cleanliness.

Returning, the Institute was called to order at 3 o'clock.

The election of officers being the special order, the following were unanimously elected:

*President*—Charles Northend, New-Britain, Conn.

*Vice-Presidents*—Samuel Pettes, Roxbury; Barnas Sears, Providence; Gideon F. Thayer, Boston; Benjamin Greenleaf, Bradford; William Russell, Lancaster, Mass.; Henry Barnard, Hartford; Alfred Greenleaf, Brooklyn; Samuel S. Greene, Providence; Ariel Parish, Springfield; Leander Wetherell, Boston; George B. Emerson, Boston; Nathan Hedges, Newark; Zalmon Richards, Washington; John W. Bulkley, Brooklyn; Thomas Sherwin, Boston; Jacob Batch-



elder, Salem; George Allen, jr., Boston; David N. Camp, New-Britain; John D. Philbrick, Boston; Joshua Bates, Boston; Alpheus Crosby, Salem; Ebenezer Hervey, New-Bedford; B. G. Northrop, Framingham; George F. Phelps, New Haven; Henry E. Sawyer, Concord, N. H.; E. P. Weston, Gorham, Me.; E. F. Stroug, Bridgeport, Conn.; D. B. Hagar, Jamaica Plain, Mass.; Daniel Leach, Providence; A. P. Stone, Plymouth; Edwin D. Sanborn, Hanover, N. H.; B. W. Putnam, Boston; John Kneeland, Roxbury; Daniel Mansfield, Cambridge; T. W. Valentine, Brooklyn; J. E. Littlefield, Bangor; Joseph White, Williamstown, Mass.; S. A. Briggs, Chicago; A. Wood, Meriden, N. H.; J. M. Gregory, Ann Arbor, Mich.; A. J. Phipps, New-Bedford; Ellis Peterson, Castine, Me.; J. W. Dickinson, Westfield, Mass.; Merrick Lyon, Providence.

*Recording Secretary*—Samuel W. Mason, Boston.

*Corresponding Secretaries*—T. D. Adams, Newton, Mass.; Granville B. Putnam, Quincy, Mass.

*Treasurer*—William D. Ticknor, Boston.

*Curators*—Nathan Metcalf, Boston; Samuel Swan, Boston; J. E. Horr, Brookline, Mass.

*Censors*—William T. Adams, Boston; James A. Page, Boston; C. Goodwin Clark, Boston.

*Counselors*—Charles Hutchins, Boston; J. W. Allen, Norwich, Conn.; George N. Bigelow, Framingham, Mass.; Moses T. Brown, Toledo; William E. Sheldon, West-Newton, Mass.; A. G. Boyden, Bridgewater, Mass.; W. A. Mowry, Providence; N. A. Calkins, New York City; J. W. Webster, Concord, N. H.; Mark Bailey, New-Haven; D. W. Jones, Roxbury; J. N. Bartlett, New Britain, Conn.

Mr. William E. Sheldon gave notice that he should present an amendment to the Constitution providing for two secretaries, in stead of one as at present.

Appropriate remarks were made by the retiring and incoming Presidents, which were followed by a lecture by Rev. James Freeman Clarke, of Boston, on *Rational Methods of Education*.

Dr. Barnard spoke of the effort he is making to collect text-books, in order to prepare the way for a complete history of education. He has already nearly five thousand volumes, and a catalogue of nearly ten thousand. He desires to receive either copies of old and rare school-books or the title or name of the author, so as to render his list as complete as possible. Teachers and others who can give any aid in this direction will confer a favor by writing Dr. Barnard at once.

Mr. W. E. Sheldon presented the following report of the Directors :

The 33d Annual Meeting of the American Institute was held at Hartford, and was well attended, and of great interest to the friends of education in attendance.

The annual volume of proceedings and lectures delivered at the last meeting has been issued by Ticknor & Fields in uniform style with the previous volumes, and the Directors earnestly commend this series of educational papers to the attention of all sincere friends of education.

The library of the Institute is deposited at the Educational Rooms in Boston, and the committee recommend that suitable cases be furnished and the books arranged so as to be more available to the purposes of the Institute than they can be in their present condition.

The Curators, in accordance with the request of the Board of Directors, have made a complete manuscript catalogue of the library, which contains many educational volumes and pamphlets not readily found elsewhere.

The report of the Treasurer will indicate the good condition of the finances of the Institute.

The general interests of the Institute are regarded by the Board as in a most gratifying condition, and they trust that the prosperity and usefulness of the Institute for the last third of a century may be but the beginning of its noble work in elevating the standard of popular education in this country.

Respectfully submitted.

W. E. SHELDON, for the Board.

Adjourned.

Met at 7.30; President Northend in the chair.

Hon. Henry Barnard called up his resolution on the subject of admission to the military and naval schools, and proceeded to speak in favor of its adoption. Among other facts, he stated that out of the fifty-four young men recently recommended by members of Congress, not more than ten could gain admission to a good high school. The only examination was to read a simple passage, write a sentence of six lines, and in arithmetic not beyond the first four rules and fractions. The sentence written was from one of Webster's speeches, and every one of the young men made mistakes in spelling which would make any common school-boy blush. Four of them made twenty-one mistakes in spelling, and one twenty-three. He looked on with amazement, and felt that if the truth could be known there would be a general remonstrance against the present mode of appointing those who will hereafter handle our armies.

The subject was further discussed by Messrs. Hedges, Northrop, Wetherell, and C. C. Coffin, all agreeing in the necessity of doing something, and the resolution was adopted unanimously.

The Institute then listened to short addresses from persons representing the several states. J. W. Bulkley responded for New York,

Hon. Nathan Hedges for New Jersey, Hon. D. N. Camp for Connecticut, E. D. Sanborn for Missouri, S. A. Briggs for Illinois, John D. Philbrick for Indiana, W. A. Mowry for Rhode Island, Hon. Joseph White for Massachusetts, Edward Brooks for Pennsylvania, Mr. Littlefield for Maine, Hon. Mr. Adams for Vermont, and Jonathan Tenney for New Hampshire. Hon. Joseph White spoke of the great interest manifested by the Committee on Education in the Legislature of Western Virginia. The chairman of that committee had addressed them applying for books on educational subjects, and a large number had been sent there, and also to Missouri, whose inhabitants are waking up.

Mr. Stone announced the reception of letters of regret for non-attendance from Messrs. Swett, of California; Leach, of Rhode Island; Smyth, of Ohio; Bigelow and Conant, of Massachusetts; Weston, of Maine; and Wells, of Illinois; and, on motion of Mr. Philbrick, it was ordered that these letters be published with the annual volume of transactions.

Mr. Bulkley related the history of a visit of certain teachers, while on their way to attend the National Association, to a school on North-Manitou Island, Lake Michigan, and the subsequent presentation of a gold watch to the teacher.

Resolutions of thanks to the various parties from whom favors had been received by the Institute were unanimously adopted.

After hearing the quartette sing the Marsellaise, the Institute joined in singing the Doxology, and the President declared the exercises closed.

B.

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#### AMERICAN NORMAL ASSOCIATION.

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THIS Association held its Sixth Annual Meeting in Bryan Hall, Chicago, August 6, 1863, commencing at 2 o'clock P.M., the National Teachers' Association having suspended its afternoon session, according to a previous agreement.

The regular secretary being absent, W. D. Henkle, of Ohio, was, on motion of Prof. Camp, of Connecticut, appointed Secretary *pro tem*.

The President of the Association, Richard Edwards, Principal of the Illinois State Normal University, made some introductory remarks, in which he showed that the magnitude of the work devolving upon

those teachers connected with the Normal Schools of America is such that the organization of a Normal Association by the teachers of the Normal Schools was eminently proper.

On motion of Prof. Camp, a committee of three was appointed to nominate officers. The chair appointed Prof. Camp, Holbrook, of Ohio, and Hewett, of Illinois.

On motion of Mr. Hewett, Prof. Camp was appointed a delegate to represent the Association in the American Institute of Instruction at its coming meeting in Concord, New Hampshire.

On motion of Mr. Henkle, Mr. Bulkley, of Brooklyn, New York, was appointed an additional delegate.

Hon. Henry Barnard not being present to deliver his address, Mr. C. F. Childs, of the Illinois State Normal University, read a paper on the *Mission of Model Schools*.

The large audience then, under the leadership of Prof. Root, sang *The Battle-Cry of Freedom*. Both the music and words of this song were composed by Prof. Root.

The Committee on Nominations made the following report :

*President*—Richard Edwards, of Illinois.

*Vice-Presidents*—D. H. Cochran, of New York; C. H. Allen, of Wisconsin; F. A. Allen, of Pennsylvania; I. W. Dickinson, of Massachusetts; George N. Bigelow, of Massachusetts; Joshua Kendall, of Rhode Island; W. F. Phelps, of New Jersey; J. W. Bulkley, of New York; A. S. Robertson, of Upper Canada; D. F. Wells, of Iowa; and A. S. Boyden, of Iowa.

*Secretary*—W. D. Henkle, of Ohio.

*Treasurer*—E. A. Sheldon, of New York.

*Counselors*—A. S. Welch, of Michigan; A. Holbrook, of Ohio; Alpheus Crosby, of Massachusetts; and Henry B. Buckingham, of Connecticut.

The report was received, and Prof. Camp authorized to cast the ballot.

Reports were then called for from the different states, in answer to the question

*What is the precise amount and character of the Professional Instruction and Drill (including practice in Model School) afforded in the Normal Schools of your state?*

These reports were, on motion of Mr. Hewett, of Illinois, intended to comprehend a discussion of Mr. Childs's Report.

Prof. Camp reported for Connecticut, Hewett for Illinois, Hon. Mr. Gregory for Michigan, and Henkle for Ohio. Mr. Childs replied in a few words to some strictures on Model Schools made by Henkle.



Prof. Wells then reported for Iowa, and Philbrick for Massachusetts. Mr. Allen, of West-Newton, called upon the President also to report for Massachusetts, as he had formerly been Principal of one of the Normals in that state. Hon. Mr. Weston reported for Maine, Dr. Ford for Minnesota, and Mr. Bulkley for New York.

The afternoon being far spent, no more reports were called for, and the audience, led by Prof. Root, sang from the 'Silver Lute', *God is Love*.

The Association then adjourned.

RICHARD EDWARDS, President.

W. D. HENKLE, Secretary.

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The Normal-School Association met, according to appointment, at the Phenix House, in Concord, New Hampshire, August 27th, 1863.

Meeting was called to order by Hon. D. N. Camp, of New Britain, Conn.

Prof. Alpheus Crosby, of Salem, Massachusetts, was appointed Chairman; J. N. Bartlett, of New Britain, Connecticut, was appointed Secretary.

*Voted*—That it is expedient that the Association hold its meetings annually, in connection with either the meeting of the American Institute of Instruction or the meeting of the National Teachers' Association; and that a convention of the friends of Normal Schools be called once in three years.

Prof. Crosby, Rev. B. G. Northrop, and Mrs. Walton, of Massachusetts, were appointed a committee to provide for a special meeting, commemorating the 25th anniversary of the inauguration of Normal Schools in New England, to be held at either Lexington or Framingham, Mass.

*Voted*—To ratify the appointment of officers made at Chicago, and elect the same.

The Secretary was instructed to confer with the Secretary of the meeting held at Chicago, and publish the proceedings of the meetings.

J. N. BARTLETT, Secretary.

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GIVE a young man a taste for reading, and in that single disposition you have furnished him with a great safeguard. He has found at home that which others have to seek abroad, namely, pleasurable excitement. He has learned to think even when his book is no longer in his hand, and it is for want of thinking that you go to ruin.

## COUNTY NATURAL-HISTORY SOCIETIES.

THE German system of education lays its foundation in linguistic culture. The French system ignores language to a great extent, and seeks a scientific basis. The American system combines the excellences of both.

No disciplinary forces can take the place of language and the mathematics in the college curriculum. And it is *discipline* the mind mostly needs to start upon the journey of life. A child better be taught to walk than to be carried a short distance, and laid down to creep. Put the mind upon its feet; point out the way; assist it to take a few steps, and your work is mainly done.

But neither language nor exact science can overshadow or supplant the study of Nature. Nature is God's pavilion among the children of men. The Book of Nature is written in the most legible characters, and is ever held open before us. Here the eye is ever refreshed with beauty, and the ear filled with melody. When wearied with the labor of life, go forth into this great temple, and stroll meditatively along its aisles. The blue vault is above you, and cloistered chambers upon every side. The flowers are tinted with the colors of heaven; the murmur of forests soothes the mind, and the cadence of waterfalls lulls the senses. Commune with the Presence that fills the temple. He meets you at every turn, and walks with you as he did anciently 'among the trees of the garden'. Observe the roll of the seasons, the ever-changing forms of Nature, the beauty of sky and landscape, the grandeur of ocean, and the opening and shutting of the 'gates of day', morning and evening. Beauty of color and grace of outline are found here in endless variety. Heaven's chromatics have been exhausted in tinting leaf, fruit, and flower. How the mind responds to such tints of color and forms of grace and beauty. And what an endless inspiration do these furnish for thought and feeling.

The Great Teacher spent nearly his whole life in the vast temple of Nature. He went out a great while before day into the mountain, trod the lowly plains and forests, and sat and taught the people from that inland sea. Nearly all his lessons were illustrated from the Book of Nature.

But it is only when we penetrate the inner shrines that we find the sacred priestess clothed in regal robes. No Delphic oracles are uttered here. How the great volume opens into books and chapters, and displays its ancient page. Who can be so insensible as not to be wrapt with awe at the mighty dynamics of internal fires? As we go

back to past geological eons we are insensibly merged in night, fire, and flood. Ten thousand thunders roll beneath our feet; columns of liquid fire shoot athwart the sky; the great ocean hisses uneasy in its bed, and sends forth steam to darken the air and blot out the very sun. Volcanoes shoot up beneath its briny depths, and send forth clouds of ashes and fire upon sea and land. The solid continent reels at times and sinks down beneath aqueous or igneous flood.

Daily we are walking among and over the grave-yard of the past geological ages, many miles in depth, filled to repletion with the remains of animal life. Cabinets and museums could be formed in every house, and yet there would be 'abundance and to spare'.

But how thick is the darkness in reference to Natural History, or Geology, even among liberally-educated men! Probably not one in ten can tell the geological period in which he lives, much less the group of rocks from which the walls of his cellar or well are derived. The various periods of history are familiar to him, and geographically he knows his bearings; but his geological reckoning he has lost. However, the time will probably come when an educated man will be expected as soon to lose his points of compass as his geological bearings. But a great work is to be done before that day. How this work is to be accomplished, how a knowledge of Nature is to be disseminated among the masses of our own state, is a problem worthy of the best minds. A few indefatigable laborers are doing for us a noble and good work. They are making fine collections, and have infused a scientific spirit into some of the leading teachers of the state. But how shall the ten or twelve thousand teachers be reached who never attend the meetings of the state societies?

The County Institute is becoming a fixed fact in the calendar of teachers. Can not County Associations be formed throughout the state, to hold their meetings in connection with the County Institute? Here the hearts of teachers would be warmed by mutual contact; new currents of life flow through their veins, and the intellectual pulse beat quicker. Let a day of the County Institute be devoted to the County Natural-History Society, and the time filled up with lectures, analyses of flowers, exchanges of specimens, and narratives of personal experience. This would add interest, and diffuse life to these meetings, and set a multitude of teachers at work gathering and preserving specimens. Suppose Illinois had *one hundred* County Natural-History Societies to collect and preserve specimens and coöperate with the State Survey, and several thousand collectors in stead of a few dozen, what could we not accomplish? One or two leading spirits in any county can begin the work. Teachers of Illinois, what say you to this plan?

J. D. P.

A N E W S C H O O L .

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ABOUT a month ago I left an old berth of four years' standing and took charge of a new situation. To me the changing of school is one of the most painful features in the teacher's profession. What forebodings of trouble, possibly of failure, before the eventful day of opening arrives! And when at last on the appointed morning you call the youthful assemblage to order and proceed to business, how your heart trembles lest some unlucky step may injure the new administration at the outstart! Yet, my dear fellow, let not thy countenance betray the least sign of the fearful emotions within, or it will go ill with thee: thy face must be the very embodiment of majestic confidence, and thus thou wilt insure obedience to thy commands. Remember that the lynx-eyes of fun-loving urchins are busy to discover thy calibre, on the first day, and they can then estimate the probable amount of sport to be enjoyed during the term.

You make out the roll. What names! You find dozens you never heard before. There are some familiar sounds, of course—Smith and Brown,—but a fearful list not Smith or Brown. It seems as if the eccentric appellations of divers nationalities had been carefully collected to challenge your admiration. I declare I can never learn their names! If I do, my memory must attain marvelous powers of skill. I call for the small arithmetic class, and to my horror, twenty-five little piles of flesh approach the board. An example is given. Some do it. This boy, here, and that girl, there, are right, but what shall I call them in order to get an answer? for I do not wish to ask their cognomens for the sixth time. I have too much self-respect to advance, pull them by the sleeve, and ejaculate “*You tell your answer!*” On the fourth day a brilliant idea strikes my laboring mind, and gives me instantaneous command of every boy's and girl's name in the class. “All write your names on the board above your work!”

But a word more about the baptismal titles of my scholastic family. The mere mention of them daily exercises my powers of association. For instance, *Orilla* suggests gorilla; *Florence* reminds me of the Italian city; *Jas. Story* calls up Judge Story; *Emmet Julien* has the double hint of the Irish patriot and the French composer; *Milton* revives Paradise Lost; *Hanover* recalls the reigning house in England; *Melissa* sweetly represents the Greek for honey; and *Geneva* is Calvin's famous town in Switzerland.

How soundly ‘tired nature’ asserted her claims during the nights



of a whole week! I never before fully appreciated the meaning of Young's famous line. Rip Van Winkle's experience seemed about to be repeated. Now, however, *requiesco in pace* and moderation, as other people do.

W. W. D.

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P E R M A N E N C Y .

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MR. EDITOR: The remarks and inquiries of your correspondent 'A', in the September number of the *Teacher*, have touched the cases of many of the members of our profession, and awakened responses in their very souls. What greater obstacle can there be to entrance upon the business of teaching as a life-work than the fact that only one teacher in five hundred can be sure of a 'certain dwelling-place'? This is an insuperable objection to many who might become bright and shining lights in the profession.

This, and this alone, is the reason that so many of our most successful and promising young teachers make it only a stepping-stone to something more permanent and reliable.

No other profession is so cursed in this respect, and in no one are there so many *desertions* to other callings. This operates as a continual dead-weight upon the spirits of the young teacher, and prevents him from that degree of success that he might otherwise attain. How can a young man be encouraged to labor for self-improvement when he knows that he can have no home until he seeks other business?

Nothing but pure disinterested benevolence can be his sufficient inducement under such circumstances, and this is wasted in a community where a different order of things is easily attainable. In my opinion the fault lies with the public sentiment. Teachers are not half paid. Business men think the investment a good one when they pay a competent book-keeper a thousand to fifteen hundred dollars per annum, but think it exorbitant if a teacher asks more than six hundred dollars a year for taking charge of all the educational interests of the community. Thus really competent men are driven from the business, and the places are filled by men who can not sustain themselves more than a year at a time in any place.

The practical question is How shall this state of things be remedied?

SELIS.

## HAVE PATIENCE WITH THE BOYS.

GENERAL TOWNE once taught a school in Sturbridge, Massachusetts, when a father applied to him to take charge of a son, who he frankly admitted had given him a great deal of vexation: he had been placed with several instructors, to no good purpose: he seemed to be stupid, and the father feared the boy would never 'come to any thing'. This interview caused the instructor to suspect that the father—not a case without a precedent—had conceived a prejudice against the boy; and this suspicion was strengthened by his subdued appearance in his father's presence, and by the coldness and indifference of the father's manner, when taking leave of his son. After the father had gone, the instructor called the boy, and with a smile of encouragement put a book into his hands and asked him to read. The lad took the book with nervous fingers, and with a tremulous voice proceeded to comply. After reading half a page, continually turning his eyes from the book to the teacher, he was told to stop, which he did, at the same time dodging his head in a singular manner. Upon being asked why he did so, he replied "I thought you would beat me." The instructor assured him he was in no danger of being beaten for the few mistakes he had made; and when the teacher said, with a smile, "I believe you mean to be a good boy", the tears that filled his eyes were demonstrative. The intelligent teacher comprehended the case. He was right. Encouragement and gentle discipline produced their fruits. The boy progressed rapidly; and the father's surprise may be imagined, at the teacher's assurance in due time that his pupil was a lad of uncommon promise, and his conviction that, with the advantages of a good education, this poor, brow-beaten boy would distinguish himself in after life. Upon this suggestion he was sent to college. The result is a matter of history. Gov. William Marcy, of New York—he was the boy—never omitted, on any fair occasion, to express his deep sense of gratitude to his instructor.

Boston Transcript.

HOW THEY PUBLISH THE LAWS IN HAYTI.—First, they print them in every newspaper; secondly, on handbills, which are posted up in every town; thirdly, they are read throughout all the streets of the cities, towns and villages on a certain day every week by a public officer, who is attended by a military brass band, composed of drummers chiefly, who manage easily enough to attract a crowd of listeners. Thus every one, learned and unlearned, has a chance to know what the laws of his country are.

Pine and Palm.

## G O O D N I G H T .

GOOD NIGHT! a word so often said,  
 The heedless mind forgets its meaning;  
 'T is only when some heart lies dead  
 On which our own was leaning,  
 We hear in maddening music roll  
 That last 'good night' along the soul.

"Good night!" in tones that never die  
 It peals along the quickening ear;  
 And tender gales of memory  
 For ever waft it near,  
 When stilled the voice — O crush of pain! —  
 That ne'er shall breathe 'good night' again.

Good night! it mocks us from the grave:  
 It overleaps that strange world's bound  
 From whence there flows no backward wave:  
 It calls from out the ground,  
 On every side, around, above,  
 "Good night!" "Good night!" to life and love!

Good night! O wherefore fades away  
 The light that lived in that dear word?  
 Why follows that good night on day?  
 Why are our souls so stirred?  
 O, rather say, dull brain, once more,  
 "Good night! thy time of toil is o'er!"

Good night! — now cometh gentle sleep,  
 And tears that fall like gentle rain:  
 Good night! O, holy, blest, and deep,  
 The rest that follows pain!  
 How should we reach God's upper light  
 If life's long day had no 'good night'?

Chambers's Journal

RAPIDITY OF THOUGHT.— We have in dreams no true perception of the lapse of time. The relations of space are also annihilated. An eternity is compressed into a moment, and infinite space is traversed more swiftly than by waking thought. A man dreamed that he had enlisted, joined his regiment, deserted, was apprehended, tried, condemned to be shot, and at last led out for execution. After all the usual preparations, a gun was fired, he awoke with the report, and found that a noise in an adjoining room had at the same moment produced the dream and wakened him.

## EDITORS' TABLE.

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### EDITORS' CHAIR.

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STATE TEACHERS' ASSOCIATION.—The Tenth Annual Meeting of the Illinois State Teachers' Association will be held in Springfield, on the 29th, 30th and 31st of December, 1863. The programme of exercises has not yet been arranged, but will probably be ready in time for publication in the November number of the *Teacher*.

THE MEETING OF THE AMERICAN INSTITUTE AT CONCORD.—We had the unexpected pleasure of being able to attend this most successful meeting, of which we have elsewhere given a full report. The proceedings were entirely harmonious and unusually profitable. Every speaker was promptly on hand, and no exercise failed from any cause. By far the most interesting and practical exercise of the session was the 'talk' of Prof. Mark Bailey on Elocution and the Teaching of Reading. Holding a crowded house till half-past twelve, he might have gone on till two without having a person leave. The reason is to be found in the fact that the speaker is a teacher, talking of something which all teachers are eager to learn. This leads to the inquiry why, with so many men at hand who have grown gray in the service, was it necessary that four of the six lectures should be delivered by clergymen, only one of whom is supposed to have any special interest in our profession? When was ever a teacher invited to lecture before a convention of clergymen? or if such a thing should possibly happen, to what extent would his views be received as orthodox? We do lasting injury to ourselves and the profession by thus doing; for the impression at once received is that we have among us no men capable of filling these appointments.

After the Institute closed, the members who chose visited, on the invitation of the Governor, the State Reform School at Manchester. The building is on the farm of Gen. Stark, whose house and grave are near by. Seventy-eight boys and eighteen girls compose the school. They received the visitors in good style, and favored them with singing and speaking; but the downcast eye and averted face told a story painful to the looker-on. Remarks were made by Gov. Gilmore and J. W. Bulkley, and the party returned to Concord. A second excursion, to Lake Winnepesaukee, including a sail on the lake of ten miles and return, was enjoyed by about 300. Nearly 500 names of persons in attendance were registered. Among these were some of the founders of the Institute. We instance Mr. Gideon F. Thayer, one of the early Presidents, with head silvered over, but apparently as ready for a debate as in his earlier years; and Mr. W. D. Ticknor, of the publishing house of Ticknor & Fields, for thirty years Treasurer of the Institute, who has, if we understood him, never failed to attend the annual meeting.

We shall never forget the pleasant acquaintances and associations formed and renewed at the thirty-fourth annual meeting of the American Institute. B.



CALIFORNIA.—We do n't wonder so many Eastern teachers are turning their faces toward the setting sun. California must be a good state to teach in. She has a live State Superintendent, John Swett by name,—formerly of New Hampshire, we believe,—under whose leadership the teachers are thoroughly canvassing the state for the purpose of securing a state tax for the support of Free Schools; and they announce their determination to push on till the last *rate-bill* shall have died out. But, under the present system, they have a State Normal School, at San Francisco, of which A. Holmes is principal, and at which students receive free instruction, and a portion of the text-books are furnished gratuitously. They have a live educational journal, the *California Teacher*, of which the State Superintendent is one of the editors. San Francisco raises a school-tax of *thirty-five cents on a hundred dollars*, which gives her a revenue of about \$150,000. She paid her Grammar Masters, last year, \$1,900, and her female assistants from \$750 to \$1,000 each. She employs 91 teachers, each of whom has on an average only 42 scholars daily. They are earnest, faithful teachers, we know, for every one of them is a subscriber, and a paying one, to their *Teacher*. Is n't California pretty near the teachers' Valhalla?

B.

SOUTHERN EDUCATIONAL CONVENTION.—At a recent meeting of the Southern Convention, held at Columbia, South Carolina, the following letter from President Davis was read:

EXECUTIVE OFFICE, RICHMOND, VIRGINIA, APRIL 22D, 1863.

"Messrs. C. M. Wiley, J. D. Campbell, and W. J. Palmer, Raleigh, North Carolina.

"GENTLEMEN:—I have the honor to acknowledge your invitation to attend a meeting to be held in Columbia, South Carolina, to deliberate upon the best method of supplying text-books for schools and colleges, and promoting the cause of education in the Confederate States. The object commands my fullest sympathy, and has for many years attracted my earnest attention.

"It would be difficult to overestimate the influence of primary books in the formation of character and the development of mind. Our form of government is only adapted to a virtuous and intelligent people, and there can be no more imperative duty of the generation passing away than that of providing for the moral, intellectual and religious culture of those who are to succeed them.

"As a general proposition, it may, I think, be safely asserted that all true greatness rests upon virtue, and that religion is in a people the source and support of virtue. The first impressions on the youthful mind are to its subsequent current of thought what the springs are to the river they form; and I rejoice to know that the task of preserving those educational springs in their purity has devolved upon men so well qualified to secure the desired result. I have only to regret my inability to meet you, because it deprives me of the pleasure your association would give.

"With my best wishes, I am, very respectfully, your fellow citizen, JEFFERSON DAVIS."

It is extremely gratifying that Jefferson D. is interested in the subject of education. "The object commands his fullest sympathy." We are glad to hear it, for it betokens a brighter day dawning in the Sunny South—it does. There is an Ex-Governor of Virginia now living who, when in the United States Congress, 'thanked God there was not a single newspaper published in his district'. Since then women in Virginia have been persecuted, prosecuted, and imprisoned, for teaching little children to read. No doubt those who framed that law and executed it in that case thought, with Jeff., that "it would be difficult to overestimate the influence of primary books in the formation of character and the development of mind." There are some gentlemen and ladies now, down at Island No. 10, and on the islands of the Atlantic coast, who have the most implicit confidence in the force and truthfulness of that idea, and are endeavoring to make it practical by introducing primary books to those, both old and young, who never were blessed with such an opportunity before. Doubtless Jefferson D. feels a deep interest in the prosecution of this work, since "there can be no more im-

perative duty of the generation passing away than that of providing for the moral, intellectual and religious culture of those who are to succeed them." His excellency thinks "it may safely be asserted as a general proposition that all true greatness rests upon virtue, and that religion is in a people the source and support of virtue." We are glad to learn that the author of that admirable sentiment not long since became a member of the church. We hope it is not an unfair supposition that the old Mississippi bonds will soon be quoted at par in the stock-market. Virtue, religion, and education, are evidently going up. We rejoice in the prospect.

NEW ORLEANS AND GEN. BANKS.—The school-children of New Orleans gave an ovation to Gen. Banks August 15. It took place in the girls' high school, which was tastefully decorated. A silver goblet was presented to the General; then there were speeches and songs; and then there was a grand rush of the young ladies for a kiss. The correspondent of the *New-York Times* ends his description of the affair by saying "Let Gen. Banks but continue his present course of tempering justice with mercy, and I sanguinely look forward to the day when he will be as much beloved here, not only by the children, but the entire population of redeemed and disenthralled Louisiana, as was ever any man of Southern birth, not even excepting the great Henry Clay."

ENCOURAGING.—The State Superintendent of Pennsylvania says of the brave men who scorned to belong to the *Stay-at-home Rangers*, "The places of those who have left school for the army have been generally supplied by better teachers." Does n't that savor somewhat of a 'fire in the rear'? The *California Teacher* expresses the wish that Lee may nab that Report at Harrisburg. We hope he did n't mistake and write Report where he meant Superintendent! B.

REV. ROBERT ALLYN.—This gentleman, formerly Superintendent of Public Schools in Rhode Island, has resigned the Presidency of the Wesleyan Female College, Cincinnati, to accept the Presidency of McKendree College, Lebanon, Illinois. The profession in this state has gained a ripe scholar, an earnest worker, and an efficient teacher. B.

PROF. J. M. B. SILL, formerly Professor of English Language and Literature in the State Normal School, Ypsilanti, Michigan, has been elected Superintendent of Schools at Detroit, and his salary fixed at \$1500. B.

JOHN D. PHILBRICK.—This well-known educator, to whose arduous labors the primary schools of Boston owe their present approach to perfection, has recently been reelected Superintendent of the Boston Schools, and his salary raised to \$2,800. B.

THE NEW-YORK TEACHER publishes, in its number for August, W. W. D.'s article on the *Study of Words*, which appeared in the *May Teacher*. Give us credit, friend Cruikshank. B.

CALIFORNIA.—We return our California friend, Hon. John Swett, our thanks for the bundle of favors, and will have something more to say in our next.

TAKE NOTICE.—The Legislature of New York last year appropriated \$1,000 for the free distribution of the *New-York Teacher* among inexperienced teachers. B.

TEACHING A PROFESSION.—*Friend Gow*: My wife asked me a short time ago if we were never to have a home of our own, and since we have greeted the coming of our little one the question has assumed additional importance. In view of these facts, I have come to the conclusion that duty to myself and to my family requires me to seek a profession in which I can secure to myself and them the advantages of a home. So I am going to leave the business as soon as I can find a position where I can earn them a support. I can not afford to come at the mercy of a factious rabble every year asking for my bread and butter.

I have labored hard and expended a good deal of money to perfect myself in the profession; but these considerations will have their weight upon my mind, and I can not escape this practical solution of the difficulty in the way indicated.

We received the above letter, and as it is a practical illustration of the want of support given to a professional teacher, we publish it, although it was not sent for that purpose. We must have *permanent teachers* if we will have good schools. The two are inseparable.—Ed.

BENEFITS OF ADVERTISING.—A few weeks since the school superintendent of one of the largest cities in this state consulted us in regard to the purchase of an extensive bill of school furniture. We advised him to procure that manufactured at Cincinnati, as the cheapest style of good iron and cherry desks in the market, so far as we knew. Shortly after, we received a letter from him, inquiring the name of the agent at Cincinnati. We did not know, and searched in vain the advertising pages of the *Illinois Teacher*, where such matters should be made public. We sent back the name of another firm who *did* advertise in the *Teacher*, and they received the order.

Here is a single example, among hundreds, of the benefits of liberal advertising. Bonner, of the *Ledger*, Judd, of the *Agriculturist*, De Land, the saleratus man, and scores whom we might mention, have made immense fortunes by thus presenting their wares to the notice of the public. Bloomington Pantagraph.

DICTIONARIES IN ENGLAND.—There are at the room of the agent for Webster's Dictionaries, at Mason & Hamlin's, 274 Washington street, specimen copies of six different editions of Webster's Dictionary, published in England, and also specimens of 'Noah Webster's British and American Spelling-Book' and 'The Illustrated Webster Reader', also from the English press. No person can examine these volumes without realizing how very great a popularity the name of Noah Webster has attained in Great Britain. Boston Journal, July 23, 1863.

OUR ADVERTISING PAGES.—Our readers will find in this number of the *Teacher* more than the usual number of new advertisements. Sargent, Wilson & Hinkle, successors to W. B. Smith & Co., present four new pages, containing a complete list of the Eclectic Series of School-Books, long and favorably known throughout the West and South. Brewer & Tileston have a page setting forth the prominent features and merits of Hillard's new series of Readers. D. Appleton & Co. announce a new edition, enlarged and entirely rewritten, of Youmans's Chemistry, the best class-book on that subject extant. Hiram Hadley, agent for Illinois and Indiana of Charles Scribner, advertises Guyot's Wall Maps and Map-Drawing

Cards and Tiltor's Arithmetics, all recently issued and highly commended. G. & C. Merriam again call attention to the merits of Webster's Standard Dictionaries, including the great Pictorial Unabridged and the several smaller works. The Singer Sewing-Machine Company, whose manufacturing machines have always been deservedly considered superior to all others, solicit an examination of their family sewing-machines, which are models of perfection.

Besides the above, we present several advertising pages which have appeared in previous numbers of the *Teacher*, all of them worthy of another reading.

### LOCAL INTELLIGENCE.

CHICAGO.—The Public Schools reöpened September 7, with a largely-increased number of pupils. Dearborn Seminary, having been thoroughly refitted, opened September 21. The various other private institutions are again in full operation.

The Board of Education held their regular meeting September 1. The only business of public interest transacted was the substitution of Hillard's Fifth and Sixth Readers for Parker and Watson's Fourth and Fifth.

The first monthly Institute was held September 12. The day was stormy, and the attendance much less than usual. The Superintendent announced the grades of the new books, viz.:

	SPELLING.	ARITHMETIC.	GRAMMAR.
7th Grade, to page	37	—	—
6th " "	55	—	—
5th " "	70	—	—
4th " "	85	64	—
3d " "	116	116	84
2d " "	through.	205	171
1st " "	review.	through.	through.

Mr. Spofford, who was selected to convey the regimental flag presented to the 33d (Normal) Regiment Illinois V. M. by the teachers of Chicago, to replace the one, now worn out, presented two years since, reported that he proceeded as far as Cairo, where, finding it impossible to proceed further without much delay, he handed the flag to Mr. Finley, of Quincy, who delivered it to the regiment. He further reported the receipt of the following orders:

HEAD QUARTERS 33d ILLINOIS INFANTRY, }  
VICKSBURG, MISS., AUG. 1, 1863.

*Orders.*—The commanding officer, in behalf of the Regiment, acknowledges the receipt of the elegant Regimental Flag this day displayed as a present from the Teachers of the Public Schools in Chicago, designed to replace that originally bestowed by the same hands, which, worn and frayed by a year's active service, has been restored to the donors, to serve as a perpetual memento of this period of our country's trials and dangers.

Upon another, borne amid the storm of battle for the past three months, and bearing the marks of conflict, will be inscribed the names of those hard-fought and well-won fields over which it has waved, from the canebrakes of Port Gibson to the bloody hillsides of Vicksburg.

This banner received its welcome in a time of repose and quiet; but the time will come when it, too, will be unfurled upon the field of action, and borne in the face of the foe. Let it never carry with it the memories of a lower reputation than that we now enjoy. May its splendor be for ever undimmed by defeats, as we know it can never be darkened by disgrace. This will be the best return of thanks we can make to those whose interest in our welfare and honor has been so gratefully manifested.

E. A. GOVE, Adjutant.

By command of

IRA MOORE, Capt. (Commanding).



On motion of Mr. Slocum, the report was received, the committee discharged, and the Orders, with a letter from Capt. Moore, were ordered to be placed on the records.

Messrs. Woodard, Delano, and White, and Misses Lewis, McLaren, and Cooke, were elected Committee on Programme for the year, and Miss McLaren was elected Secretary.

Mr. Moseley, being present, complimented the teachers on the improved condition of their rooms, as noticed in his visits just before vacation.

After recess, the sections organized by the appointment of the following Presidents:

1. Mr. Clarke; 2. Miss Sherman; 3. Miss Cooke; 4. Miss Bailey; 5. Miss Litchfield.

The section exercises were: 1. 'Heat', by Mr. Welch; 2. Miss Perkins, and the sounds of *a*; 3. 'Shells', by Miss Dickerman; 4. Discussion; 5. Discussion of best way of commencing the new primer.

The first session of Cook County Institute was held at Blue Island, September 21-25. B.

RUSH MEDICAL COLLEGE, CHICAGO.—The twenty-first annual session of this Institution will open October 7, and continue in session 16 weeks. The faculty remains the same as for the last five years, with one exception, Dr. Daniel Brainard being President. This college numbers already more than six hundred graduates, and has extended its instruction to more than two thousand students; and though it has sent into the army as large proportion of its graduates as any other college in the Union, not one has ever been rejected by the Examining Boards, or, having gained position, has failed to fulfill its duties with credit. For further information address D. Brainard, M.D., box 4458, Chicago. B.

LOMBARD UNIVERSITY, GALESBURG, ILLINOIS.—We have received a Catalogue of this Institution, and from it we gather the following: There are in the College proper 10 students; in the Scientific Course, 26; in the Ladies' Collegiate Course, 7; in the Preparatory Department, 157; making in all 200 in attendance.

The course of study in all the departments is as complete as the time allotted for the several studies will permit.

The Faculty consists of Rev. Jas. P. Weston, A. M., President. Rev. Wm. Livingston, A. M., Prof. of Natural Science. Isaac A. Parker, A. M., Prof. of Ancient Languages. John V. N. Standish, A. M., Prof. of Mathematics and Practical Astronomy. Mrs. H. A. Standish, Prof. of French and Italian, Drawing and Painting. Chas. Fuhrmann, Teacher of Instrumental and Vocal Music. John Baptist Schmid, Ph.D., Teacher of German.

The school year consists of three terms. The first, of 16 weeks, begins September 7. The second, of 13 weeks, begins January 4, 1864. The third term, of 11 weeks, begins April 7, 1864.

QUINCY HIGH SCHOOL.—We have received a circular which informs us that this institution has been put under the charge of Messrs. M. Soule and H. S. Hyatt, who, with Mrs. M. A. Hyatt, form the corps of instructors. Mr. Soule was recently connected with the Western Union College and Military Academy, and

Mr. Hyatt was Principal of the Public Schools of Fulton City. We are gratified to learn that the school opens favorably. We wish the school and its instructors the greatest measure of success.

JO DAVIESS COUNTY.—We are happy to learn that Mr. J. B. Brown, who has taught for several years so successfully at Dunleith, has been appointed County Commissioner of Jo Daviess county.

ROLL OF HONOR.—The following-named persons, formerly teachers or students in the Normal University, are now, or have been, in the Union Army:

*Teachers — Normal Department.*—Charles E. Hovey, Dr. E. R. Roe, Leander H. Potter, Ira Moore, Julien E. Bryant, Dr. Samuel Willard.

*Students — Normal Department.*—Edward Allyn, Jas. H. Beach, Wm. C. Baker, Eugene F. Baldwin, Wm. A. Black, James H. Baily, Charles Bovee, James M. Burch, Lorenzo D. Bovee, George M. Berkley, Joseph M. Chase, Wilson M. Chalfant, Charles M. Clark, Wm. P. Carter, J. W. Cox, Lewis P. Cleaveland, Peter T. Crist, Elmer F. Clapp, Jesse Cunningham, Ephraim D. Carrothers, John T. Curtis, J. Harvey Dutton, Wm. H. H. DeBoice, Wm. Downer, Valentine Denning, James R. Fyffe, Wm. M. Fyffe, Wm. H. H. Fuller, C. Judson Gill, Jas. Gilbraeth, E. A. Gove, Francis M. Gastman, Wm. A. Gunn, Charles Hayes, Peter Harper, John H. Hume, John M. House, Otho H. Hibbs, Ebenezer D. Harris, Charles E. Huston, Wm. W. Hall, Chas. D. Irons, Duncan G. Ingraham, Hiram W. Johnson, Fred B. Jones, Christopher Krebs, John Kirkpatrick, A. B. Keagle, Matthew R. Kell, Wm. Law, Dr. Jehu Little, Alvin T. Lewis, Clark Seal, Moses I. Morgan, Isaac N. McCuddy, Joseph R. McGregor, George Marsh, Wm. W. Murphy, G. Hyde Norton, Marion J. Nye, Edwin Philbrook, Truman J. Pearce, James G. Pearce, Henry C. Prevost, Edward M. Pike, Henry H. Pope, Geo. Peter, Richard R. Puffer, Orange Parret, Logan H. Roots, Rasselas P. Reynolds, Geo. McClellan Rex, Thomas M. Roberts, John H. Rhomack, J. M. Stine, Justin S. Spaulding, Gilbert L. Seybold, Byron Sheldon, Samuel Smith, Johnson W. Straight, Edwin Scranton, Frederick J. Seybold, Wm. A. H. Tilton, John J. Taylor, John H. Walker, John X. Wilson, Chas. E. Wilcox, Jas. E. Willis, Peleg R. Walker, Chas. W. Wills, Theophilus F. Willis, William Walton, Cyrus I. Wilson, J. R. Walker.

*Teachers — Model School.*—Joseph G. Howell, J. Howard Burnham.

*Students — Model School.*—Franklin B. Augustus, Joshua Baily, John D. Dietrich, Joseph T. Davison, Arthur H. Dillon, Ulysses D. Eddy, Richard Huxtable, Wm. Hogue, Jas. F. Hough, Robert McCart, ——— Mills, Wm. A. Pearce, Edward L. Price, Myron J. Peterson, Francis S. Rearden.

WHITESIDE COUNTY TEACHERS' INSTITUTE.—This body met at Morrison, Monday, August 31, continuing in operation until Friday, September 4. Writing was conducted by M. R. Kelly. The Word Method in Reading was illustrated by M. Savage. Object Teaching expounded by E. C. Smith. A specimen of Light Gymnastics by W. W. Davis. Practical examples in Arithmetic by J. Phinney and J. T. Read. Reading explained, with remark and recitation, by G. G. Lyon.

Addresses were delivered every night during the session. On Monday evening Mr. Smith enlightened us on the *Qualifications necessary to Success in Teaching*; on Tuesday, Mr. Gardner, on *Language*; on Wednesday, Mr. Woodard, on the *Elements of Power*; and on Thursday, Mr. Lyon, on the *Art of Thinking*.

Among the notable foreigners present with us were Commissioner Gardner, of Lee county, Superintendent Smith, of Dixon, and Professors Lyon and Woodard, of Chicago.

The attendance of teachers—considering the short previous advertisement, and that the week chosen was the first in September—was very respectable; the recitations were full of spirit and profit; and the band of brothers and sisters separated for the winter's labors, refreshed by the social enjoyment of the session.

The citizens of Morrison received us with open hearts and homes. No town in our county is more thoroughly alive on whatever relates to Education.

W. W. DAVIS, *Secretary.*

MACOUPIN COUNTY INSTITUTE.—If you will permit me, I would like to say a word in your journal concerning a Teachers' Institute held at Bunker Hill during the week ending the 20th of August.

The teachers of Macoupin were out in goodly numbers, and the interest, which was lively at first, increased daily during the session. The exercises were mainly of a character to call out and illustrate the best methods of teaching, and were conducted by some of the ablest teachers in the county, assisted by eminent educators from abroad. C. F. Childs, Esq., Principal of the St. Louis High School, was present Thursday and Friday, and imparted a portion of his own wide-awake, nervous energy to the proceedings of the Institute. His method of conducting recitations and school exercises, and the thoughts he advanced in the discussions in which he took part, showed him to be an excellent disciplinarian and a thorough teacher—a man entirely conversant with the philosophy of mental and physical training. His lecture on Thursday evening, on *The Patriotic Bearing of Thorough Scholarship*, was listened to with marked attention, and elicited no little commendation from those prepared to enjoy a 'good thing'.

On Friday that true man, Prof. Richard Edwards, Principal of the Normal University at Bloomington, Ill., was present with us. It was discovered that whatever Mr. Edwards attempted was not touched at 'arm's length' merely, but was brought to 'close quarters' at once. It was truly refreshing to witness the ease with which he handled difficult problems in teaching. His lecture in the evening, on *The Influence of Teaching upon the Teacher*, was one of his best, and was duly appreciated, especially by the teachers.

I would mention, also, an excellent address delivered on Tuesday evening, by Hon. George Holliday, of Carlinville, on the subject *The Stability of the Government depends upon the Education of the Masses*; and another on Wednesday evening, by President Read, of Shurtleff College, on *What to Read, How to Read, and When to Read*. Both were well received and most heartily applauded.

The session, as a whole, was one of real interest and profit, not only to the teachers convened, but to the people of Bunker Hill; and we cherish the wish that the teachers of Macoupin may live to enjoy many such occasions.

Truly yours,

O. S. COOK.

RANDOLPH COUNTY TEACHERS' INSTITUTE.—At a meeting of teachers, called by the School Commissioner, and held in the Public School Rooms in Sparta, Randolph County, Illinois, on September 4th, a Teachers' Institute was organized. A Constitution was drawn up and adopted, and officers were elected, as follows: Reuben Bailey, *President*; Joseph McHenry, *Vice-President*; Mr. Tyler, *Treasurer*; James S. Stevenson, *Recording Secretary*; J. A. Hamilton, *Corresponding Secretary*. *Executive Committee*—M. L. Burns, School Commissioner, Chairman; Jas. S. Stevenson, Mrs. M. M. Gutelins, Mrs. Anna R. Hamilton, and J. A. Hamilton. The first regular meeting will be held in Sparta, Randolph county, commencing with a lecture, on Thursday evening, October 8th, 1863. The meeting promises to be a good one. Teachers from adjoining counties are cordially invited. Come! Come! Let us bid each other God-speed in our noble work.

J. A. HAMILTON, *Corresponding Secretary*.

#### NOTES AND QUERIES.

AN EARLY AUTOGRAPH.—The dormant title of DeWiltes, in the peerage of England, is now claimed before the House of Lords, and evidence in support of the claim was lately adduced before the Committee of Privileges. The greater part of this was documentary, and included the will of Richard Cœur-de-Lion, which was simply signed with a cross, followed by the words 'Le Roy'. This is

stated to be the earliest known autograph of any of the Kings of England. Richard the First, born in 1157, and slain in 1199, is therefore misrepresented in Sir Walter Scott's *Talisman*, which makes him an educated prince.

AN OLD NEWSPAPER.—In Peking is issued a newspaper printed on a large sheet of silk. It is said to have appeared every week, with great regularity, during the last thousand years.

POSTAGE STAMPS.—A French paper states that over two centuries ago (1653) there was a postal regulation in Paris, whereby stamped tickets attached to letters, so that the postman could detach them on delivery, were used in stead of postage-money payments. The price of each stamp was one sou, and they were purchasable from the porters of the convents, colleges, prisons, and other institutions of Paris.

ENGLISH BOOKS IN BUENOS AYRES.—The first English book ever printed in Buenos Ayres appeared in that city last March. It is a gazetteer, guide, and directory,—all combined,—giving a tolerably clear account of the cities and provinces of the Argentine Confederation, and some notices of Montevideo, the capital of the Republic of Uruguay.

THE STORY OF AN ATOM.—The atom of charcoal which floated in the corrupt atmosphere of the old volcanic ages was absorbed into the leaf of a fern when the valleys became green and luxuriant; and there, in its proper place, it received the sunlight and the dew, aiding to fling back to heaven a reflection of heaven's gold, and at the same time to build the tough fibre of the plant. The stem was consigned to the tomb when the waters submerged the jungled valley. It had lain there thousands of years, and a month since was brought into the light again, imbedded in a block of coal. It shall be consumed to warm our dwellings, cook our food, and make more ruddy and cheerful the hearth whereon our children play; it shall combine with a portion of the invisible atmosphere, ascend upward as a curling wreath to revel in a mazy dance high up in the blue ether; shall reach the earth again, and be entrapped into the embrace of a flower; shall give velvet beauty on the cheek of the apricot; shall pass into the human body, giving enjoyment to the palate and health to the blood; shall circulate in the delicate tissues of the brain, and aid, by entering into some new combination, in educing the thoughts which are now being uttered by the pen. It is but an atom of charcoal; it may dwell one moment in a stagnant ditch, and the next be flushing on the lip of beauty; it may now be a component of a limestone rock, and next an ingredient in a field of potatoes; it may slumber for a thousand years without undergoing a single change, and the next hour pass through a thousand changes; and, after all, it is only an atom of charcoal, and occupies only its own place wherever it may be. Hibbert's 'Brambles and Bay Leaves'.

ANSWERS.—*Query 14.* The principles of Calculus by Newton in England, and Leibnitz in Germany. The calculations in regard to Neptune, by Adams in England, and Leverrier in France.

*Query 15.* She would not take her food from Parysatis, nor accept any thing from her; at length, however, Parysatis invited her to eat from the same dish; she then used a knife poisoned on one side and gave to Statira the part cut with the poisoned side. D.

QUERIES.—16. What is the origin of the word *pew*, and the custom of having pews in our churches? F. F.

17. Why are nails designated by the terms sixpenny, eightpenny, etc.? O.

18. Has the word *hour* always been used to designate one twenty-fourth part of a day? If not, when was it first so used? E. G.



## NOTICES OF BOOKS, ETC.

## THE AMERICAN PUBLISHERS' CIRCULAR.

We have before spoken of the almost indispensable convenience of this journal to every one who has to do with books, and especially to the teacher. He can find here more about books and authors, at home and abroad, than can be found any where else collected together. Ten semi-monthly numbers have already been issued, not one of which but has contained much of practical value to the teacher in connection with his reading exercises, and which if wide-awake he is always glad to have at hand, at whatever cost. It is issued on the 1st and 15th of each month, at \$2.00 per annum. The publisher will be glad to send our teachers a specimen number for ten cents. Address George W. Childs, 628 and 630 Chestnut street, Philadelphia.

B.

THE CONSTITUTIONAL HISTORY OF ENGLAND SINCE THE ACCESSION OF GEORGE THIRD: 1760—1860. By Thomas Erskine May, C.B. Two volumes. Pp. 484, 596. 1863. Boston: Crosby & Nichols. Chicago: S. C. Griggs & Co. \$3.00.

Mr. May's work is a continuation of the Constitutional History of Henry Hallam, published in 1827, taking up the narrative where Hallam left it, with the death of George II, and bringing it down to the present time. It traces and illustrates every material change, whether of legislation, custom, or policy, by which institutions have been improved and abuses in the government corrected. The author has thought best to pursue the unusual course of considering each institution separately, and therefore we have the subject divided according to its leading subjects, in stead of the usual united chronological narrative. In most respects we think this division a wise one, as it enables us to pursue without difficulty any one topic to its completion. The principal objection occurring to us is that some times we find ourselves unable to understand an event in all its bearings, isolated from the many contingent circumstances which helped to produce it. This difficulty Mr. May has anticipated, and by the help of copious references sought to remedy, and in most instances with success, we admit.

The whole subject is embraced under fourteen topics: Influence of the Crown; Prerogatives of the Crown during the Minority or Incapacity of the Sovereign; Revenues of the Crown; the House of Lords, and the Peerage; the House of Commons; Relations of Parliament to the Crown, the Law, and the People; Party; The Press, and Liberty of Opinion; Liberty of the Subject; the Church and Religious Liberty; Local Government; Ireland before the Union; British Colonies and Dependencies; and Progress of General Legislation. No one can read this list of titles without being impressed with the magnitude of interests involved, bringing results affecting not only the particular nation where these events were enacted, but the whole civilized world. And to us just now the story of those struggles and triumphs, those defeats and successes, possesses a high and seasonable interest, for it shows us how through the dust of conflict have been established those invaluable principles of political liberty which, to us, in the New World, seem to have been the common inheritance of all the generations of the past. It has been truly said that it needs such books as these to impress upon us the conviction that our every-day rights have been fought for and prayed for by the valor of our ancestors, without whose labors in the dust and sweat and blood of fearful contest these precious liberties, which seem to be twin-born with us, might still have been as far removed from us as from the heroic men of former generations, and might still exist for us, as they did for them, only in the aspirations and yearnings of earnest souls. And by taking this

lesson home to ourselves shall we all the more highly value our free church, our free press, and our free speech, knowing through what pangs they had their birth.

We feel, then, that this work is indispensable to every reader interested in the matter of which it treats. And with the awful responsibilities of the present hour upon us, how many of us can say we have no interest in it? Let us diligently read it, and try to profit by the lesson it teaches. B.

**ROBINSON'S NEW SURVEYING AND NAVIGATION;** Theoretical and Practical, for Schools, Colleges, and Practical Surveyors. Edited by Oren Root, A. M., Professor of Mathematics in Hamilton College. 1863. Pp. 400 + 101. \$1.50. New York: Ivison, Phinney & Co. Chicago: S. C. Griggs & Co.

We think there never came before us for review a text-book on this subject upon which we could bestow such unqualified praise as upon this. A new treatise, far more complete than the former, both in range of topics and in improved methods and practical applications, it can not fail to commend itself to the student and practical surveyor for fullness of matter, for clear statement, for concise rules, and for practical examples; besides containing much not necessary to the study of surveying, but valuable to the student of mathematics. The first chapter of 48 pages is devoted to a description of the instruments used; and throughout the work the directions are so clearly and particularly given that the most unskilled would with little difficulty be able to take the field.

The arrangement is such that it may be made a one- or a two-term book, as students who desire only the subject of surveying can, by omitting a portion, readily master the rest in one term.

We heartily recommend it to our teachers as the most complete and practical text-book on this subject we have ever seen, and we feel confident that an examination of it will make many a teacher as enthusiastic in its behalf as we are. B.

**THE EXAMINER, OR TEACHER'S AID.** Designed to assist candidates for Teachers' Certificates in preparing for examination; also, pupils in reviewing their studies, teachers in examining their classes, and normal schools and teachers' institutes, in class and drill exercises. By Alexander Duncan, A. M., late Superintendent of Public Schools, Newark. Cincinnati: Sargent, Wilson & Hinkle.

We have been in the habit of furnishing lists of questions for examination, for the benefit of teachers and schools, and have received many assurances that they have done much good in enabling teachers to compare their own schools with others whose examination lists they have taken as tests. Schools are considered good or bad by comparison; and we know of no better way of ascertaining results than by putting two schools of the same nominal grade to the work of giving solutions of the same set of questions.

This book contains matter of a similar character under the following heads: Orthography, Reading, Etymology, Syntax, Prosody, Arithmetic in its varied applications, and Mathematical, Political and Descriptive Geography. We think it a valuable synopsis of the subject presented, and well calculated to benefit those for whom it is intended.

**WARREN COLBURN'S FIRST LESSONS.** New Edition. Intellectual Arithmetic upon the Inductive Method of Instruction. By Warren Colburn, A. M. With an Introduction to Written Arithmetic, by his son, Warren Colburn, and an Introduction by Geo. B. Emerson. Boston: Frederick A. Brown & Co., 1 Cornhill. Cincinnati: Geo. S. Blanchard.

It would seem a work of supererogation for us to say any thing commendatory of Colburn's Mental Arithmetic. It speaks for itself, and has spoken for forty years to the intellectual and mathematical improvement of a vast army of the American youth.

The brief introduction, by Mr. Emerson, contains some good hints. He says

"It [mental arithmetic] can be well taught only by a teacher who perfectly understands it, and knows how to teach. Such a teacher will not allow the lesson to be previously studied by the pupil." "By allowing the class to study the lesson beforehand, not only is much time lost, but the exercise is turned into a poor sort of mechanical process, not much better than the common ciphering. Its mental character ceases almost entirely." We wish all teachers could understand that arithmetical examples committed to memory for verbatim recitation do not constitute the sum of proficiency in mental arithmetic.

THE HERALD OF HEALTH. Vol. XXXVI, No. 3. September, 1863. R. T. Trall, 15 Laight street, New York, Editor and Proprietor. \$1.00 per year.

This journal, devoted to the cure of all forms of disease without drug-medicines, to the preservation of health, to bodily development, to physiology and the laws of life, is doing good service in its chosen line of labor. It is ably edited; and whether one believes the doctrines or not, he can not read it without pleasure and profit. B.

ROMOLA. A Novel. By George Eliot, author of *Adame Bede*, etc. With Illustrations. New York: Harpers. Chicago: S. C. Griggs & Co. \$1.25.

Who that has read *Adam Bede*, or *the Mill on the Floss*, will not be glad to meet with another story from the same author? *Romola* is a work of great merit and interest, though the closing is melancholy. The story is the career of Tito Melema, a handsome, cultivated, cowardly, shrewd young Greek, who leaves his foster-father a slave, comes to Florence, and invests the money which should have redeemed the old man, lives a life of some prosperity, often shaded by the results of his wickedness, and at last dies by the hand of his old foster-father.

*Romola* is a performance of which no other woman but George Eliot would have been capable. B.

THE CONSTITUTION OF THE UNITED STATES, AND WASHINGTON'S FAREWELL ADDRESS. By J. B. Burleigh, LL.D. Philadelphia: Lippincott & Co. Chicago: Griggs & Co. 1863. Pp. 32. 40 cents.

An exceedingly convenient script edition of the Constitution, neatly bound in cloth, and having a complete index. B.

ELLSWORTH'S PRIMARY BLACKBOARD CHART OF LETTERS. New York: D. Appleton & Co.

This chart, about 36 x 36, contains the alphabet, both script and Roman, capital and small letter, and, though intended to accompany the author's system of penmanship, can be advantageously used in any school or private family. B.

BRYANT, STRATTON & Co.'s BOOK-KEEPING SERIES has been completed by the publication of the *Counting-House* edition. We have not seen it, but it is said to be the most comprehensive and attractive book on this subject ever produced, and to be beautifully adapted either to class or to individual instruction. B.

HARPER & BROTHERS have published a circular of forty-six pages, designed to set forth the peculiar merits of Willson's Readers, and Willson & Calkins's School and Family Charts. It contains specimen pages of each, with explanations and suggestions, followed by notices and testimonials. B.

THE AUSTRIAN GOVERNMENT has founded libraries in all the seaports of that empire, for the benefit of sailors and soldiers who may happen to be sojourning there. They are formed of works of sea-voyages, natural history, and geography. n.

MRS. JULIA WARD HOWE is engaged on a new work, now nearly completed, which is expected to make a deep impression. It is the discussion of half a dozen moral questions intimately connected with human character, conduct, and life. B.

MESSRS. TICKNOR & FIELDS, Boston, have in press, to be published this month, the following new books: 'Soundings from the Atlantic', by Dr. O. W. Holmes; 'In War Time, and other Poems', by John Greenleaf Whittier; 'Levanna, and Flower, Fruit and Thorn Pieces', by Jean Paul, author of Titan; 'Mental Hygiene', by Dr. Isaac Ray; and 'Excursions in Field and Forest', by Henry D. Thoreau. They also announce in November: 'Remains in Prose and Verse', by Arthur Henry Hallam; 'Looking toward Sunset', by Mrs. L. Maria Child; 'The Wayside Inn, and other Poems', by Henry W. Longfellow; a new volume of Poems, by Robert Browning; 'The Gilistan, of Sadi'; a new volume of Essays and Lectures, by Ralph Waldo Emerson; 'My Days and Nights on the Battle-Field', a book for boys, by 'Carleton', the well-known correspondent of the *Boston Journal*; Irving's 'Sketch-Book', in blue and gold; and several other books of less interest. Is n't here a whole library of reading, all from one house, for the long winter evenings that are coming?

B.

MESSRS. SHELTON & Co., New York, announce 'Hard Times', two volumes, 16mo., \$1 each: being a portion of their elegant household edition of Dickens. This edition is far superior to any other published in this country, and is afforded at a price which brings it within the reach of all.

They also have in press 'Broken Columns', a novel of great power, said to be superior to Adam Bede; 'Peter Cerradeni, or the Martindale Pastoral', by Caroline Chesebro; 'Peter Parley's Own Story', a capital book for boys and girls; 'Husks', by Marion Harland; together with a dozen or more histories and children's books, by Caroline Hadley, Jacob Abbott, Rev. D. C. Abbott, and others, of which, when they are published, we hope to say more.

B.



**"GET THE BEST."**

## WEBSTER'S UNABRIDGED DICTIONARY.

New Pictorial Edition.

### Pictorial Illustrations of Military Terms.

*Webster's Dictionary excels in these, and no other English Dictionary published in this country has a fourth part as many.*

From HARVEY P. PEET, LL.D., *Prin. Deaf and Dumb Institution, N.Y.*, Jan. 24, 1861.


"I can hardly express my admiration of its value. I rejoice that it is used so extensively, and should rejoice still more if it should be introduced into all our schools and seminaries of learning, and be recognized as the STANDARD by every American writer."

### WEBSTER'S SCHOOL DICTIONARIES, viz.,

- |                    |                    |
|--------------------|--------------------|
| I. THE PRIMARY.    | IV. ACADEMIC.      |
| II. COMMON SCHOOL. | V. COUNTING HOUSE. |
| III. HIGH SCHOOL.  | VI. UNIVERSITY.    |

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# ILLINOIS TEACHER.

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## THE QUEEN'S ENGLISH.

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So the Dean of Canterbury styled in a late essay our mother tongue. Not because the Queen owns the language, or can make or unmake a single word of it, but in the same sense as he would say the 'Queen's highway', meaning the high road of the land as distinguished from by-roads and private roads.

And he uses the figure to good advantage, as he shows how through the centuries our English tongue, the land's great highway of thought and speech, has been leveled, and hardened, and widened, as it has been adapted to our ever-increasing needs. All this by slow degrees, until we bowl along with ease and safety over a level, firm, broad highway, where a few centuries ago our vehicle would have gone to pieces in a rut, or come to grief in a bottomless swamp. Here the lawyer may lumber along, his heavy wagon clogged with a thousand pieces of antiquated machinery, charging freightage, not by the weight of his load, but by the number of revolutions of the wheels. Along it the poet and novelist may drive their airy tandems, dependent on the dust they raise for their success. Here divines ply twice a week, promising to carry persons in their omnibus far further than the road extends. And here plows ever the busy crowd of foot-passengers, the talkers of the market, of society, of the family. Words, good and bad; words, loud and soft; words, long and short; millions in the hour, innumerable in the day, unimaginable in the year: what then in the life? what in the history of the nation? what in that of the world? And not one of these is ever forgotten. What a history, it has been well said, is this earth's atmosphere, seeing that all words spoken, from Adam's first till now, are yet vibrating on its sensitive and unresting medium!

But the Dean spoke not so much of the great highway itself as of some of the laws of the road, the by-rules which hang up framed at

the various stations where all may read. He spoke of such dull things as parts of speech, and numbers, and genders; of the violation of rules of grammar, and of the pronunciation and spelling of words. Trifles say you that these are? Not so. The national speech reflects the national mind. Not many years ago an imposture was unmasked simply by the use of the pronoun *it*. A volume of poems appeared purporting to have been written in very early times by a poet named Rowley. The poems were well calculated to mislead, and controversy ran high about them, but, unfortunately, the author used *its* as the possessive of the neuter pronoun, something which never occurs in the early periods of our language, is not found in the Bible, and did not appear till after the time of Elizabeth.

But, not to follow this strain further, our present purpose is to present a few of the many positions so well taken by the Dean, concerning which we, who speak the President's English, are as liable to err as are they who use the Queen's.

The use of superfluous conjunctions or prepositions is mentioned. One case is the use of *but* after the verb *to doubt*; as, 'I do not doubt *but that* he will come', in which case the *but* is wholly unnecessary, and a vulgarism. Another is the expression *on to*; as, 'The cat jumped *on to* the chair', the *to* being wholly out of place, and never used by any careful writer or speaker.

Again, we have a peculiar use of prepositions, allowable in moderation, but to be sparingly resorted to. It is the placing them at the end of a sentence, as the *to* at the close of the previous one, or as in the following, 'Let not your good be evil spoken of'. In these cases the preposition is to be regarded as a part of the verb itself. 'Where do you come from?' is the only way of asking that question, for 'Whence come you?' though accurate, is pedantic; but we should say 'Where are you going?' not 'Where are you going to?' for the adverb of rest, *where*, has come to be used for the adverb of motion, *whither*, and the *to* is superfluous. But if we ask the question 'Were you going to do it?' the proper answer is 'I was going to', or 'I was not going to', as the case may be, for the mere verb *to go* does not express any mental intention.

Children are some times taught to say 'Twice one *are* two', for which there is no justification, *twice one* not being plural at all, but strictly singular. Similarly, 'Three times three *are* nine' is wrong, and so are all such expressions, for the idea is simply that three taken three times makes, is equal to, the quantity nine. As well say 'Nine *are* three times three'.

We some times hear persons observe that a flower smells *sweetly*, or

that such a one looks *nicely*, when the fact is these verbs here indicate no action, but merely state, and we should use *sweet*, and *nice*.

People are occasionally in trouble with the apostrophe of the possessive case, by trying to use it in forming their plurals, and one may see in certain localities the announcement that *fly's* and *gig's* are to be let, or an omnibus may appear with *Railway Station's* painted on its sides.

Some of us have not yet learned the use of the aspirate, in humble especially, still continuing like Uriah Heap to be 'the umblest persons going'. And we too often hear such expressions as 'the strength of an orse', when the horse is the animal referred to.

We have heard *covetious* and *covetiousness* in stead of *covetous* and *covetousness*, and such things have been done as to rob the *Lamentations* of Jeremiah of a final *s* for the benefit of the *Revelation* of St. John.

'Punctuation', publishers some times say, 'is left to the compositors'. And do n't they make a mess of it? *Commas* are the great enemies to understanding any thing in print. They are thrown in on every occasion. Many words are by rule hitched off with two, one before and one behind. Such are *too*, *however*, and *also*. Precious nonsense it would make to put a comma after *however* in 'However nice this may be'. And in such expressions as 'a nice young man', 'a great black dog', 'the wide wide world', 'the deep deep sea', we invariably find a comma after the second word, thereby making absolute nonsense.

Exclamation points, or *shrieks*, as they have been called, are as much abused as commas. If one has written '*O sir*', as it should be written, with the plain *O* and no stop, and then a comma after *sir*, the compositor is sure to write *Oh* with a shriek (!) and to put another shriek after *sir*. Use in writing as few as possible of these nuisances, for they always make the sense weaker where you can possibly do without them. The only case in which they are really necessary is where the language is pure exclamation, as, 'How beautiful is night!'

But we now come to speak of an abuse far more serious than those hitherto spoken of; even the tampering with and deteriorating the language itself. It may be well to remind you that the parent stock of our English, the British, has been cut down and grafted with the new scions that form the present tree:—the Saxon, through the Saxon invaders, and the Latin, through the Norman invaders. Of these the Saxon was, of course, the earlier, and it forms the staple of the language. Almost all its older and simpler ideas, both for things and acts, are expressed by Saxon words. But as time went on new wants

arose, new arts were introduced, new ideas needed words to express them; and these were taken from the stores of the classic languages, either direct, or more often through the French. So the language grew up; its nerve, and vigor, and honesty, and manliness, and toil, mainly brought down to us in native Saxon terms, while all its vehicles of abstract thought and science, and all its combinations of new requirements, as the world went on, were clothed in a Latin garb. Of this latter class are all the longer words in *-ation* and *-atious*, and these compounded with *ex* and *in* and *super*.

It would be mere folly to attempt to confine one's self to either of these two main branches in our writing or our talk; they are inseparable, welded together, and overlapping, in almost every sentence we use. But he is the most effective writer and speaker who knows how to build the great body of his discourse out of the Saxon, availing himself of those other terms without stint as he needs them, but not letting them give character and complexion to the whole. Unfortunately our present tendency is the other way. Our fine manly Saxon is getting diluted into long Latin words not carrying half the meaning. The main offense consists in calling common things by uncommon names; using long words derived from the Latin, in stead of our ordinary short Saxon nouns and verbs. A man is an 'individual', or a 'person', or a 'party'; a woman is a 'female', or if unmarried a 'young person'; a child is a 'juvenile', and children generally are expressed by that odious term 'the rising generation'. A man going home is 'an individual proceeding to his residence'. We never eat, but always 'partake'. We never hear of a place; it is always a 'locality'. 'Most of the people of the place' is rendered 'the majority of the residents of this locality'. We live in 'apartments', not rooms. 'Good lodgings' would not let so well as 'eligible apartments'. No man shows any feeling; he always 'evinces' it. Every body evinces every thing. No one asks; he 'evinces a desire'. No one is hurt; he 'evinces a sense of suffering'. We do not thank another, but 'evince gratitude'. In stead of beginning, we 'take the initiative'. If a man spends his money till he is ruined, it is said that 'his unprecedented extravagance eventuated in the total dispersion of his property'. If a shoemaker at his work is struck by lightning, we read that 'while pursuing his avocation the electric fluid penetrated the unhappy man's person'. 'Persuasion' means the fact of being persuaded by argument or example, but we constantly read of the 'Hebrew persuasion', or the 'Jewish persuasion', and soon we may expect to see the term widened still more, and a man of color described as 'an individual of the negro persuasion'.



Even our sorrows are invaded by this diluted English. A man does not lose his mother now, but 'sustains bereavement of his maternal relative'. In stead of breaking his leg, he 'sustains a fracture' of it.

Akin to sustain is the verb *to experience*. No one feels, but 'experiences a sensation'. Another such verb is *to accord*. The prize 'was accorded' to so and so. If a lecturer is applauded, we are told that 'a complete ovation was accorded him'. 'Allude to' is commonly wrongly used. 'The letter alluded to by you'. Now I did not *allude* to the letter at all; I mentioned it as plainly as I could.

There are hundreds of other words belonging to this stream of muddy English which is threatening to destroy the clearness and wholesomeness of our native tongue, but we can not instance them here. "Be simple, be unaffected, be honest in your speaking and writing. Call a spade a *spade*, not 'a well-known oblong instrument of manual husbandry'; let home be *home*, not a *residence*; a place a *place*, not a *locality*; and so of the rest. Where a short word will do you always lose by using a long one. You lose in clearness; you lose in honest expression of your meaning; and, in the estimation of all men who are qualified to judge, you lose in reputation for ability. The only true way to shine even in this false world is to be modest and unassuming. Falsehood may be a very thick crust, but in the course of time truth will find a place to break through. Elegance of language may not be in the power of all of us, but simplicity and straightforwardness are. Write as you would speak; speak as you think. If with your inferiors, speak no coarser than usual; if with your superiors, no finer. Be what you say, and, within the rules of prudence, say what you are.

"Avoid all oddity of expression. The truly wise man will so speak that no one may observe how he speaks. When I hear a person use a queer expression, or pronounce a name differently from his neighbors, it always goes down in my estimation of him with a *minus sign* before it.

"Avoid likewise all *slang* words. There is no greater nuisance in society than a talker of slang. It is only fit for raw school-boys and one-term freshmen to astonish their sisters with. Talk as sensible men talk; use the easiest words in their commonest meaning.

"Talk to please, not yourself, but your neighbor to his edification. What a real pleasure it is to sit by a cheerful, unassuming, sensible talker; one who gives you an even share in the conversation and in his attention; one who leaves on your memory his facts and his opinions, not himself who uttered them, not the words in which they were uttered.

"All are not gentlemen by birth; but all may be gentlemen in openness, in modesty of language, in attracting no man's attention by singularities, and giving no man offense by forwardness; for it is this, in matter of speech and style, which is the sure mark of good taste and good breeding."

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## MENTAL ARITHMETIC.

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MR. EDITOR: As it has never been my lot to see an article discussing the relations of Written and Mental Arithmetic to each other, and defining the province of each of these branches in the school course, I will, by your leave, make some suggestions, drawn from my experience, hoping that they may call forth the experience of others.

In the solution of arithmetical questions there are two parts: first, the intellectual part, which consists in ascertaining the correct relation of the different parts of the proposition to each other leading to a correct conclusion; second, the mechanical part, which consists simply in applying the fundamental rules of arithmetic in such a manner as to give a numerical result to the question. The first is purely intellectual: the second is mainly mechanical. These are, we believe, the only operations involved in any arithmetical solution, and are equally essential in all solutions, whether in mental or written arithmetic. Wherein, then, consists the difference between the two studies? What advantage is conferred by one not equally derived from the other? Why not dispense with one of them? We know the popular idea attaches to mental arithmetic a superiority over written arithmetic, in that the pupil is required to analyze the example carefully in mental arithmetic, showing the relations of all the several parts of the proposition to each other; but certainly this is not peculiar to mental arithmetic. Why may not the same example be performed upon the black-board or slate and the same complete analysis given? We would regard the teacher who fails to require complete and accurate analysis of *all* examples in written arithmetic as coming far short in his duty. The examples in our mental arithmetics are, to say the least, no better adapted to teach the intellectual part of the solution, commonly called analysis, than those in our written arithmetics. Why, then, are these two branches dissociated and taught as separate studies?

It would, perhaps, be answered that the sphere of mental arithmetic, as distinct from written, is to teach rapidity and accuracy in the use of numbers mentally; and with this we concur. While mental

arithmetic can and should serve as an assistant to written arithmetic in training pupils in the intellectual part of the solution of examples, its principal value should be to teach accuracy and rapidity in the use of numbers mentally, while the blackboard serves the same purpose in the more extended and complicated examples.

How should mental arithmetic be taught in accordance with these views? We have found great difficulty in using a book. The use of the book, when the pupils are expected to have them, implies that lessons are given and prepared; but this very preparation defeats the object desired to be obtained. The pupil in learning his lesson meets an example somewhat more difficult of analysis than usual: now, instead of being spurred on by the competition with the rest of his class and the necessarily short time allotted him to severe and rapid application of his powers, he sits down and pores over it until, at length, he arrives at a correct result. Or, perhaps, the analysis is sufficiently simple, but the question is long and involves large numbers: with plenty of time for preparation, the pupil solves the example with slate and pencil, and, having memorized it, is prepared for recitation. In either of the cases above there is no benefit accruing to the pupil which would not be equally conferred by written arithmetic. If the teacher finds the book useful to himself as an assistant, let him use it, but not put it into the hands of his pupils.

Written and mental arithmetic should be taught together. What I mean is this: if to-day's lesson in written arithmetic is upon fractions, percentage, proportion, or square root, let the lesson in mental arithmetic be the same. By this means there will be a concentration of attention and labor on one subject at a time. In this way the mental practice and practice on the board will have a reciprocal influence upon each other, and the progress will be at least twice as rapid and thorough as it would otherwise be.

To carry out these views, it will be necessary for the teacher to prepare most of his examples for his mental-arithmetic class himself. They must be graded carefully, advancing constantly from those that are less to those that are more difficult, and never ceasing to advance in each of the arithmetical rules till a point is reached where the examples are evidently beyond the pupils' ability. In all exercises in mental arithmetic, the greatest rapidity not incompatible with accuracy should be required. *Accuracy, rapidity*, and ability to carry large combinations of figures in the mind, should be the objects sought after in mental arithmetic.

Since writing the above, we have met the last edition of Colburn's *Mental Arithmetic*, with a preface by George B. Emerson, in which some of the views above stated are proposed and maintained. A.

## SONG — NOT OF THE SHIRT.

## I.

With worn-out, weary brain,  
 With aching, throbbing head,  
 A desperate woman discoursed one night,  
 And these are the words she said:  
 "For fifteen minutes each day,—  
 Such is the pitiless rule,—  
 Must I talk about history, science, and art,  
 To those reckless scamps at school.

## II.

"Work — work — work!  
 Till the brain begins to swim.  
 The 'Encyclopædia' falls on my toes,  
 My eyes grow sleepy and dim.  
 Oxygen, nitrogen, quartz,  
 Soapstone, gravel, and clay,—  
 How little it matters on which theme I talk,  
 They forget every word that I say.

## III.

"Oh why was Babylon built?  
 Its gardens ~~be~~ hanged, I say:  
 Why rack people's heads over towers and walls  
 That so long ago went to decay?  
 Demosthenes, Cæsar, old Homer, I know,  
 Were respectable folks in their way;  
 But little they thought, when laid in their graves,  
 What plagues they'd turn up in this day.

## IV.

"Work — work — work!  
 From weary chime to chime.  
 I must tell them to-morrow just how to make bricks,  
 And all about mortar and lime;  
 Or what makes the needle turn to the pole,  
 How the telegraph wires are laid.  
 Oh! how from this 'strong meat for men'  
 Shall 'milk for babes' be made?

## V.

"Work — work — work!  
 In the dull December light,  
 Work — work — work,  
 When the weather is warm and bright.  
 Limestone, gypsum, and coal,  
 Sandstone, granite, and slate,—



Oh! would I could cram them once for all,  
Then seal up each heedless pate.

## VI.

“Work — work — work!  
Till the sun goes down in the west;  
And work — far into the night,  
Foregoing slumber and rest!  
But in spite of my labor, in spite of my pain,  
After all my toil and woe,—  
What are its wages? Just question the wights,  
And see how little they know!

## VII.

“They'll tell you that Virgil the Pyramids built,  
That horse-shoes of magnets are made,  
That Franklin fought in the Trojan war,  
While Mohammed with lightnings played.  
In vain I flatter and coax,  
In vain I worry and fret;  
The more I try to set them right,  
The more in a muddle they get.”

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## WORK FOR THE WINTER.

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*Tempus fugit, irrevocabile tempus.*

BUT a few days ago, and the glorious hours of summer vacation were before us; now the long winter campaign is at hand, with its formidable prospect of toil, confinement, and polar breeze. What charming recreations consecrate our annual play-time! What a glad opportunity to revisit the hallowed home of boyhood, to grasp the cordial hands of the friends of early life, to gratify the love of travel to scenes famous in nature or art! But the ‘gala days’ are over, sadly over, and it now behooves us, forgetting the pleasures of the past, to address ourselves diligently to the duties of the present.

And, first of all, the school-room claims our attention. New scholars are to be assigned their places; classes must be started, studies mapped out for the term, programme of recitations reërranged, and a general routine adopted for the session.

This initiatory process of remodeling will require some time. A month may, probably, roll around before the educational machine is in good running order, before the master can walk home at five and feel that the day’s movements ‘went merry as a marriage bell’. The school

once fairly inaugurated, however, what shall our pedagogue do with the long nights that will then be upon him? Look over to-morrow's lessons! echoes a wide circle of the fraternity. This must be done, to be sure; but unless your pupils are far up the hill of science, plunging in the depths of Bourdon or groping amid the labyrinths of Pindar, the ordinary branches of instruction should not consume all the midnight oil. Sleep! exclaims a friend of ours of fat, sluggish temperament. But as we are not here considering the habits of mollusks, the above suggestion belongs more appropriately to the discussion of the genus *oyster*.

There is a sad waste of the candle-light hours of the dreary season by our profession. Supper over, the teacher, if a bachelor, crawls to his attic, assumes his wrapper and easy-chair, lazily yawns over the first readable document that comes to his hand, and soon yielding to the combined influences of a huge meal and a hot fire, seeks in his blanket a panacea for his cares. About the married, housekeeping dominie we will not concern ourselves; for who does not know that the prattling babe, the morning market, and the evening chore, are dire foes to gigantic stride in study?

But to our *singular* brethren of both sexes we would make an earnest appeal in behalf of the winter night. Do not devote the hours from six to ten to idle chat or newspaper gossip at home, or to the conversation-soirées regularly to be found in your neighbor's drawing-room or some central store down town, but be jealous of your time. Let us put forth a sober plea for systematic study. Resolve that the spring shall find you far advanced in the prosecution of some noble scheme of learning. Select a single branch and consecrate your spare hours to its attainment: you will soon become interested, and the formerly wearisome night will seem too short. Are you fond of literature? Determine on a critical acquaintance with the poets. Are you given to historic research? Beginning with Herodotus, come down to Bancroft and Macaulay. Does your heart cherish a warm sympathy with nature? Then learn at once to interpret the voice of our great Alma Mater, through one of her many channels—her plants, or her rocks, or her stars. Does your mind move with deliberate analysis? Attack without delay the sciences which Newton and Bowditch have ennobled by their genius. Is your organ of language pronounced large by the phrenologist? Take immediate steps toward a Latin or Greek professorship, or a proficiency in the French or German that will carry you over Europe without a blunder.

What do you say? Your conscience will sustain no pretense of delay or inconvenience. The history of many eminent men exhibits

great things accomplished under *discouraging* circumstances: yours are favorable. Erasmus composed the 'Praise of Folly' on a horse-back tour to Italy.

Nil desperandum Teucro duce, et auspice Teucro.

W. W. D.

DIXON, October, 1863.

J A M E S W . L U S K .

BY S. S. PACKARD.

THE unexpected announcement of the death of Mr. Lusk, which occurred at Cleveland on the thirteenth of September, carried sorrow to many hearts outside of his immediate circle of relatives and friends. In fact, throughout the states of New York, Ohio, Illinois, and considerable portions of many others of the eastern, middle and western states, the name and excellences of JAMES W. LUSK were as familiar to teachers, pupils, and friends of education, as 'household words'; and so eminently calculated was he to make personal friends of mere casual acquaintances, so likely to *impress* himself upon those with whom he came in contact, that we hazard nothing in saying that it has been the good fortune of but few men to leave behind them in the hearts of their acquaintances so vivid and lasting a remembrance of all their better qualities. And few men in this country, we are free to say, who have devoted themselves to a specialty in science or art have been more uniformly successful in making themselves and their efforts appreciated by the public.

In the character of Mr. Lusk we have a notable example of a man devoting the best energies of a well-balanced mind and a strong physical constitution to the furtherance of a single object, and that one of the most worthy which could engage the attention of an individual, viz: the rescuing of an honorable profession from the stigma which had been fixed upon it by unworthy and incompetent exponents, and the perfecting of a system of instruction which should compass the true end of education, that of developing the intellectual and physical resources of the *educated*. The very best evidence that can be given of the fullness of his success in this regard is the fact that, notwithstanding he devoted himself exclusively to the requirements of his profession, or to those matters which would directly contribute to his own success as a teacher of penmanship, no one acquainted with him ever thought of him merely as a 'writing-master'. Not that there is

necessarily any opprobrium in the designation, or that he would have deprecated the distinction; but on account of that comprehensive view which he took of the business in which he was engaged, and that untiring faith in the result of his own efforts and that of those whose services in the same direction he was always so willing to acknowledge, to place the profession upon a plane with those having reference to the other more generally accredited departments of education.

It was ever a matter of universal accord among all classes of educationists with whom Mr. Lusk was brought in contact, that he was 'born to teach'. He was in many respects one of the most marked men in his adaptation to the profession in the country; and had it been his good fortune in earlier years to have secured that admirable starting-point in life, a liberal education, he would doubtless have made for himself a name worthy of the highest aspiration.

He was born in Victor, Ontario county, New York, September 29th, 1824, and was therefore at his death just short of thirty-nine. His father died when he was but six years of age, and having nothing upon which to rely but his own individual exertions, he early learned to develop and use those natural powers, which in riper manhood have won for him the enduring respect of all who knew him. His educational advantages were limited, and when thrown upon his own resources for a livelihood and a position, his entire stock in trade consisted of a meagre common-school education, an unimpaired physical constitution, and a determination to 'be somebody'. This laudable ambition, which has been the impelling force and conservation of so many of our American youth who have reached the zenith of their reasonable hopes, never slumbered or grew weary in his breast. Although his future career was all undefined, and he seemed to have no marked preference for any particular line or profession, he felt that in the great world before him there was space enough for the broadest sphere and highest culmination of individual effort. At an early age he had gone to reside with an uncle in Geauga county, Ohio, where his budding genius found scope in the appliances of agriculture; but it is not to be supposed that his hopes of the future lay in this direction. While he was yet undetermined what course to pursue, he chanced to see some written lines from the pen of Mr. P. R. Spencer, who was at that time the Treasurer of Ashtabula county, and had just begun to achieve the first fruits of his labor in an enduring reputation as an author and teacher of correct penmanship. The attention of young Lusk was at once arrested, and his mind immediately made up to commence his career by conforming his style of penmanship to the beautiful model which had so captivated him. The resolution was no sooner formed



than acted upon. Goose-quills became at once invested with peculiar sanctity, and foolscap paper possessed a kind and degree of virtue quite in advance of that supposed at present to inhere in the far-famed 'greenbacks' of Secretary Chase. The ambitious youth had found food suited to his longing, and he encountered it with a relish at once gratifying and hopeful. Those graceful curves in their varied combinations seemed to him the perfected embodiment of beauty and the happy culmination of laudable desire. His own repeated efforts at imitation, although perceptibly remote in form and application from the original, were yet not without the virtue of earnest well-meaning: and although to a critical eye the shortcomings may have been grievously apparent, yet to him, whose every effort was but the attempted execution of an ideal conformity, the harsher points of failure were sunk in the rapture of enthusiasm which fed not upon the seen and accomplished, but upon the imagined and possible. And here let us for a moment diverge in allusion to that fortunate obtuseness of perception which blinds the aspiring enthusiast to his own faults and leads him on triumphantly through difficulties which to others seem insurmountable, and even to himself, in retrospect, will be the occasion of unceasing wonder that they were not the means of fatal discouragement. The *past* is often but a rugged pathway strewn with the debris of perpetual warfare, while the *future* looms up bright and glorious. No cloud obscures the zenith, and every step in advance is but the natural approximation to a final and assured victory.

The first efforts of Mr. Lusk in this his new career have been preserved by him as appropriate monuments of his own perseverance, and have served to quicken the impulses of many a downcast heart while giving way to discouragement, under the natural impression that no one could rise from such untoward beginning as his own.

Encouraged by a success more apparent to himself than to others, the young man finally resolved to meet Mr. Spencer, in order to profit by the suggestions of a master. The first interview was neither very flattering to the aspirant nor encouraging to the teacher, and ended with the assurance of the latter that if any particular degree of excellence was attained it would be through much painstaking on the part of both. But, whatever discouragement arose from the result of past efforts, there was that in the unconquerable desire and settled determination of the pupil which rendered success possible and at once enlisted the sympathy and hearty coöperation of the teacher. Both parties set to the work with a will; and although the progress was slow, it was sure and never flagging. We will not attempt to estimate the

amount of paper and patience brought to this willing sacrifice, it being sufficient for the present purpose to record a most gratifying success.

It is doubtful whether during these efforts in improvement any thought was entertained looking toward the profession of teaching; and it was only when in reviewing his own almost imperceptible progress the means and processes through which that progress was secured became apparent, that the desire was born to be the instrument of advancing others in the same direction. In reviewing this portion of Mr. Lusk's history we find presented one of the most encouraging features for the consideration of young men desiring to succeed in a given effort for which they may seem to have no particular taste or endowment. It has been frequently asserted by Mr. Lusk himself, and amply confirmed by Mr. Spencer, that rarely has the desire to become a proficient in writing been combined with such utter lack of all natural qualifications, save alone that of fixed and unconquerable determination; and the record of that progress, which has fortunately been preserved, is a most convincing proof of the facts as stated. And this in view of the fact that at any time during the last twelve years he has stood in the very front rank of pen-artists and teachers in this country.

His first efforts at teaching developed nothing showing remarkable ability, and so little was he impressed with the charms of the profession that he very soon began to lay out for himself another course of life; and for a season he applied himself to the study of medicine with as much zest and determination as he had previously bestowed upon writing. But his career in the new profession was short, consisting of a year or so of study and attendance upon one course of lectures. It was while attending upon this course in Cincinnati, in the winter of 1849-'50, that the writer of this sketch first formed his acquaintance, since which time the uninterrupted and perfect understanding which has existed between them has given an opportunity to observe the gradual progress which has culminated in such gratifying success, and afforded the grounds of an apology, if any were needed, for attempting this necessarily unsatisfactory record.

Mr. Lusk soon perceived that the profession of medicine was not calculated to afford him that satisfaction which he craved; and he again entered the ranks of professional teaching, with a determination to make of it a life business. From this resolution, which was never abandoned, sprung the development of those rare qualities which at once placed him at the head of his profession and made him the envied and admired of his fellows.

From 1851 to 1853 he was connected with the public schools of Massilon, Ohio, as Professor of Penmanship. In 1853 he joined Messrs. Bryant & Stratton in their first Commercial College, at Cleveland, the firm being 'Bryant, Lusk & Stratton'. One of the specialties at this institution was the 'Spencerian Penmanship', first so called by Mr. Lusk, and here taught under his personal supervision in connection with the respected author himself, Mr. P. R. Spencer, who has always taken special pride in the attainments and career of his pupil and fellow worker.

In 1856 Mr. Lusk withdrew from the firm of Bryant, Lusk & Stratton, and connected himself with the public schools of Buffalo as teacher of Penmanship. The impetus given to this department of instruction during the two years of his labor marks an era in the history of those schools; and the beneficent effects of that efficient administration will never cease to be felt.

In the matter of controlling large bodies of pupils, so as not only to elicit their attention but to secure their active and diligent coöperation, Mr. Lusk was almost without an equal. The school-room was his peculiar domain, and the ease and self-possession with which the minutest details were presented and enforced gave a zest and charm to labor performed under his direction which rendered it at once pleasing and effective. We have frequently attempted to analyze this gift, or rather to measure its components by the common standard presented by the profession as a whole, but have as often found ourselves at fault, and settled into the easier conviction that 'aptness to teach' is, in the greatest measure, a divine gift. It is true that Nature did much for Mr. Lusk. Of large and commanding presence, pleasing but resolute features, and a keen, penetrating eye, which needed only to be fixed on other eyes to secure attention, he possessed a voice of such depth and volume that its most easy, natural tone could be distinctly heard in the remotest corner of the class-room. Besides, he had acquired a habit which many of our worthy public and private teachers might emulate with profit, that of *never* speaking without expecting and *requiring* unequivocal attention. The undeviating strictness with which this regulation was enforced, descending even to the minutest matters, gave a degree of solemnity and importance to every hint which fell from his lips, calculated to effect the happiest results; and teachers have often remarked that the influence upon their classes of a visit from Mr. Lusk remained like a benediction for hours after his departure. He had also, in a remarkable degree, the faculty of putting a student at ease with himself and in proper conceit

of his own performance. Every pupil under him seemed to be thoroughly imbued with the feeling that he was the object of special interest to his teacher, and that the slightest departure from the line of instruction would be to him a matter of sincere regret.

With this brief and imperfect analysis of some of Mr. Lusk's leading characteristics as a teacher, the reader who has not seen or heard him may gather an indistinct perception of the power which entitled him to his proud position among educators. To that other large class who had the happiness of an acquaintance with our departed friend, while the meagre insufficiency of this offering will be apparent, the main points will be recognized as truthful.

The publication of the Spencerian Penmanship in a graded series of copy-books by Phinney & Co., of Buffalo, and subsequently, with important improvements, by Ivison & Phinney, of New York, marked out a field of labor suited to the peculiar talents of Mr. Lusk, and his unanimous selection by the publishers and copyright-owners to supervise that important work was a proper tribute to his worth. He entered upon this field in 1859, which occasioned his removal to the city of New York, where, with occasional intervals spent in writing-schools and teachers' institutes in various parts of the country, he resided to the time of his death.

For a few months previous to his last brief but fatal illness he had been engaged, with Mr. Spencer and others, in perfecting a revised series of the copy-books, to be reengraved under his supervision. While engaged in this work, at Geneva, Ohio, he was violently attacked with inflammatory rheumatism. Not regarding the attack as in any degree dangerous, he nevertheless deemed it sufficiently serious to demand medical aid, and immediately repaired to the Cleveland Water-Cure for treatment. Getting no permanent relief, he sent for his wife, who was in New York, and who arrived too late to even learn his last wishes in reference to herself and his two children left behind.

The announcement of his sudden death was like an electric shock to the thousands of his friends throughout the country. His robust constitution and strictly temperate habits had seemed like an impassable barrier to the death-angel, and all had confidently looked forward to the years of usefulness which lay before him. And even now the feeling constantly gains ascendancy that we shall yet ere long clasp that vigorous hand and hear the familiar tones of that voice so full of healthful elasticity. The hand we may clasp, and the voice we may hear; but it will be where teaching is of no more avail, but the fruits of instruction shall ever mark the fidelity of the TEACHER.



## EDITORS' TABLE.

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### EDITORS' CHAIR.

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THE TEACHER.—Now that the schools are opened for the winter, and the teachers are settled to their work, we would like to say a word or two for their especial benefit and ours. You are engaged to act as instructors of youth. May we ask, with all due deference to your position, what have you done and what are you doing to qualify you for so important a trust? No man can expect to succeed honorably as a lawyer, physician, or theologian, who has not devoted years of careful study in preparation for the special duties of his calling. Have you done this? Bishop Potter, of Pennsylvania, a man eminent for his skill and success as a teacher as well as a divine, remarks, "If one were gifted with all the wisdom of a Farady, the most eminent philosopher in Europe, or of Prof. Henry, the most eminent in America, and would teach a primary school, *he would have need for it all.*" Brother teachers, this is the opinion of one of our noblest, wisest and purest men—a scholar and a teacher: is it yours? Do you 'magnify your calling', and endeavor to realize in yourself those qualities which that calling imposes on you? If you have not that exalted opinion of the responsibility of your position, as the guide and instructor of youth, to force you to make great attainments in your occupation, we would appeal, not to your philanthropy, not to your patriotism, but to a lower, meaner and more sordid impulse, your *pocket*, and ask, would it not be well to make a little investment in time and money in order that you may realize something more as an equivalent for your labor than you now receive? What do you read? These long winter evenings ought to be put to a good purpose. You can not succeed as a teacher unless you think constantly about your business. To enable you to think to some good purpose, you should endeavor to get all the assistance you can. That assistance is easily and cheaply procured. Have you any of the volumes of the 'Teachers' Library'—books especially prepared for you, and which no progressive teacher can be without? Let me suggest that you send at once for Page's 'Theory and Practice of Teaching', Potter and Emerson's 'School and Schoolmaster', Abbott's 'Teacher', 'Mann's Lectures'. We might greatly extend the list; but when you have obtained and read these you will be sufficiently advised to know when to get more without our suggestion.

Again, do you take the *Illinois Teacher*? It is a periodical expressly prepared for your use; it is intended to advance your interest. From its pages much can be gathered in the course of a year that will have a special application to your situation and circumstances. Not only does it treat of education in general, but it comes down to the practical details of the school-room, just the information that is valuable to the unpracticed teacher. Its pages are prepared by those who have experience in the matters whereof they speak. Can you afford to be without the only educational journal published in the state, and at the same time call yourself an Illinois teacher? This journal is prepared for you, will benefit you; but benefits are reciprocal. Can you not do something for its circulation? Are there not many teachers, male and female, near and about you who would be greatly benefited by the monthly visits of a journal just suited to their wants, if it were brought to their notice? The journal can benefit you, you ought to do something for it. Educational men and educational influences must be combined in order to do good. We ask your aid. Educational journals are not money-making institutions; they can not be money-losing operations; and you by your influence can help to extend their influence to the benefit of the teachers, the schools, and the state. Pass around the hat, brothers; send in the dollars, and we will pledge you every effort on our part to make you reap a large interest on your investment.

## ILLINOIS STATE TEACHERS' ASSOCIATION.

The Tenth Annual Meeting of the Illinois State Teachers' Association will be held at Springfield, commencing Tuesday, Dec. 29, 1863.

## ORDER OF EXERCISES.

*Tuesday, December 29, 1863.*

*Morning Session.*—10 to 11: Organization: Address by President; Appointment of Committees. 11 to 12: Report of the condition of the State Normal University, Prof. R. Edwards; Discussion, 'Should a system of State Teachers' Institutes be connected with the Normal University?' Messrs. Roots, of Tamaroa, Freeman, of Rockford, Calkins, of Peoria, and others.

*Afternoon Session.*—2 to 3: Exercise in Music, Prof. Geo. F. Root, Chicago; Discussion, 'Should Music be scientifically taught in our Schools?' Messrs. Coy, of Peoria, Gastman, of Decatur, and Anson, of Chicago. 3 to 4: Report, School Visitation and Institutes, J. F. Eberhart, Commissioner of Cook County; Essay, Miss Roxana F. Beecher, Chicago. 4 to 5: Discussion, 'What should be considered the necessary qualifications of teachers?' Messrs. Edwards, of Bloomington, Low, of Springfield, Meserve, of Chicago, and Hanford, of Lockport.

*Evening Session.*—7 to 8: Address, Hon. John P. Brooks, State Superintendent of Public Instruction. 8 to 9: General discussion of topics contained in the address.

*Wednesday, December 30, 1863.*

*Morning Session.*—9 to 10: Exercise in Phonetics, Prof. Thos. Metcalf, State Normal University; Discussion, 'Should Phonetics be introduced into our Primary Schools?' Messrs. Blackmer, of Rockford, A. M. Brooks, of Springfield, and others. 10 to 11: Essay, 'Composition', W. W. Davis, Dixon; Model Object Lesson, Prof. E. C. Delano, Chicago. 11 to 12: Discussion, 'Should Object Lessons be presented systematically?' 'Have Object Lessons produced the good results predicted of them?' Messrs. Wells and Woodard, of Chicago, Cook, of Bunker Hill, and others.

*Afternoon Session.*—2 to 3: Exercise in Reading, Prof. R. Edwards; Exercise in Mental Arithmetic, J. J. Noble, Chicago. 3 to 4: Exercise in Elocution, Prof. Smith, President of Plainfield College; Discussion, 'Can Topical Recitation be made to accomplish all the good of Declamation in our Schools?' 4 to 5: Address, T. M. Eddy, D.D., Chicago; Discussion of topics contained in the address.

*Evening Session.*—7 to 8: Address, E. O. Haven, D.D., President of Michigan University. 8 to 9: Discussion of topics contained in address.

*Thursday, December 31, 1863.*

*Morning Session.*—9 to 10: Reports of Committees; Exercise in Drawing, Miss Margaret E. Osband, Normal University. 10 to 11: Exercise, Prof. Henry S. Noyes, President University, Evanston. 11 to 12: Discussion, 'When and how should Grammar be introduced into our schools?' Messrs. Willard, of Bloomington, Gow, of Rock Island, Miller, of Plainfield, Truesdel, and others.

*Afternoon Session.*—2 to 3: Election of Officers; Report of Committee on Resolutions; Miscellaneous. 3 to 4: . . . . . 4 to 5: Address, 'Character in a Teacher better than Attainments', Rev. Robert Allyn, President McKendree College, Lebanon, Ill.

*Evening Session.*—7 to 11: Sociable; Roll Call to be answered by sentiments, proverbs, short speeches, or songs, from each member; a good time generally.

Prof. Albert Stetson, of the State Normal University, will take charge of the Physical Exercises.

The committee are in correspondence with several parties to fill up the vacancies in the programme, and will undoubtedly be able to present it complete next month.

The Chicago, Alton and St. Louis R.R. Co., with their accustomed liberality, have consented to reduce their fare one-half to members of the Association, and application has been made to other roads to do likewise.

CALIFORNIA.—A few years ago the place designated on our present map as the State of California was a vast howling wilderness, almost unexplored by civilized man. In less than the life of one generation it has been explored, colonized, and civilized. The wilderness is turned into a garden. Where none but savage beasts and equally savage men roamed at will we find hosts of refined and cultivated citizens. All that is valuable in science and art has been made subservient to the development of the country and the prosperity of its people. It is a wonderful state, and one of the proudest monuments of the democratic principle exhibited in the republican form of government.

One of the most satisfactory indications of the real substantial progress achieved is the present condition of the common-school system. It has not been compelled to fight its way into favor by slow and almost imperceptible steps, as in the older states. It has been recognized as one of the essentials of our civilization, and has at once sprung into being in full vigor and strength. Provision has been made for the adoption of all the valuable provisions recognized by experience as desirable to an efficient system of instruction. They have a system supported by grants of land and direct taxation; an organized department of public instruction, with an intelligent and efficient professional teacher at its head; a State Normal School; a board of examiners to confer a state diploma; a live, wide-awake state teachers' association, and a state teachers' journal. Surely this is commendable progress, and plainly indicates that the citizens of California are a wise, loyal, liberty-loving, practical people. They can not be any thing else as long as free schools are recognized as one of her worthiest institutions. Will the Superintendent, Mr. Swett, accept our thanks for documents received?

ILLINOIS STATE TEACHERS' ASSOCIATION.—We are pleased to record the promptness with which the executive committee of the State Teachers' Association have acted in preparing the programme of exercises, and in determining the place of the next meeting. Usually this matter was delayed too long, and the time and place of meeting and the programme were not circulated as they ought to have been.

Pressing invitations were given the committee from Joliet, Springfield, Alton, etc. There were some good reasons for wishing to go to each of these places; but the committee, with a wise discretion, we think, determined to accept the request of Superintendent Low and assistants, and go to Springfield. We hope this will be one of the largest and best meetings of the Association. It would be gratifying to have a large turn-out from the middle and southern portions of the state. We hope that teachers and friends of education will stir themselves, make their arrangements early, speak to their friends to come up and assist by their presence and their voices to build up influences conducive to the preservation and consolidation of our system of general education. We feel that this meeting will be, as the last one, a perfect success, and hope that even greater numbers will be there to enjoy it.

OUR EXCHANGES will do us a favor by noticing that the next meeting of the State Teachers' Association will be held in the city of Springfield, on Tuesday, Wednesday and Thursday, the 29th, 30th and 31st of December. Please help us to extend the notice, that every teacher and friend of education may be apprised of the meeting. Will the teachers please bring this request to the notice of the editors in the neighborhood, that it may have a wide-spread circulation?

LIPPINCOTT'S GEOGRAPHICAL SERIES.—The publishers this month present anew the claims of this series of geographies. The Primary Geography has had a marvelous success, but nothing beyond its merits. The Comprehensive Geography, based on the same plan, is now going through the press, and is said to be as satisfactory as the Primary. Of the Gazetteer it is unnecessary to speak, its worth as a reference-book for teachers and pupils being too well known to require it. B.

OUR ADVERTISING PAGES.—We would again call the attention of teachers and all interested in education to the books and other school requisites the merits of which are set forth in our advertising sheets. Besides those to which we have

heretofore directed special attention, we would commend to their notice Town & Holbrook's Progressive Series of Text-Books, published by Oliver Ellsworth, of Boston. The fact that this series is now in use in three-fourths of all New-England schools is a sufficient guaranty of its worth. We present this month a new advertisement of Eaton's Series of Arithmetics, which has been adopted by the State of California, and is in very general use throughout New England and in other portions of the country. M. Judson Vincent, Monroe, Michigan, is the Western publishing agent. Root & Cady, of Chicago, advertise Mason & Hamlin's Cabinet Organ, a new and valuable instrument for the use of schools, churches, and families; also the *Silver Lute*, which has rapidly won its way to general favor as a singing-book for school use. J. H. & T. A. Herman, of Philadelphia, are the sole manufacturers of Peirce's Patent Slate Surface, said to be the best article of the kind yet discovered: for particulars see their advertisement. Robert S. Davis & Co., of Boston, present a circular vindicating Greenleaf's New Elementary Algebra from certain charges brought against it. Fowler & Wells, of New York, publish a valuable series of standard Phonographic works, a list of which will be found in the slip accompanying this number of the *Teacher*. They also publish the *Phrenological Journal*, a brief prospectus of which will be found in the same circular.

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#### LOCAL INTELLIGENCE.

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STATE CONVENTION OF SCHOOL COMMISSIONERS.—In accordance with the call, made by the State Superintendent and some school commissioners, the State Convention met at the Ashley House, in Bloomington, on the 1st of October, and organized by appointing the State Superintendent, Hon. John P. Brooks, President, and J. H. Knapp, School Commissioner of Knox county, Secretary. Immediately after organizing, the Convention, in order to give time for more members to arrive, adjourned until two o'clock P. M., the members present to use the time in visiting the Normal University. At two o'clock the Convention resumed business, and the afternoon was spent by the Commissioners in giving their experiences in their different labors.

Messrs. Waldo, Simonds, and Taggart, were appointed a committee to prepare a programme of business; Messrs. Gardner, Pace, and McCleery, a committee to report portions of the school-law for discussion, and Messrs. Brooks, Merriman, and Leal, a committee on resolutions.

The evening was spent in discussions upon various topics, that of third grade certificate occupying considerable time. Hon. John P. Brooks thought it should not be used; other members wished it retained, but intended to make it of very little honor to the holder.

It was generally admitted that the school commissioners could be the most useful in visiting schools, and that no person should hold the office who was not capable of making proper suggestions and giving suitable directions for teaching the branches required, and the successful management of schools. It was also admitted that those commissioners who retain the office and do not visit the schools are a damage to the cause of education, because they deprive the county of the greatest benefit expected of a commissioner.

The duties of commissioners in the school-room were defined as follows: To carefully direct in the course of instruction; make suggestions in counsel with the teachers in regard to the order and kind of studies to be pursued by the scholars; to suggest practical improvements in the seating or arrangement of the room; to suggest methods for the management and government of the schools; and recommend to the directors such books, charts, or apparatus, as may be thought useful for the district. Commissioners should make the schools feel that they come as their friends, and wish to counsel with them rather than



dictate to them; they should be careful not to give offense while making recommendations, hence many of the suggestions should be made privately to the teacher.

The forenoon of the next day was mostly spent in discussing resolutions and making preparations for another convention.

A committee appointed to examine Adams's School Register, Tablets, and Class-Books, highly recommended their general use, and a resolution was unanimously adopted by the Convention desiring the directors of every district in the state to purchase them. Some of the commissioners had made considerable sacrifice to be present, one from the extreme southern part of the state (Mr. W. H. Culver) walking over twenty miles to get to the railroad. The best of feeling prevailed among the members, and all felt well paid for attending, and better prepared for future duties. After the adjournment, all went to the Normal University, to hear the address of the State Superintendent on 'The Bible and the School.'

The following resolutions were adopted recommending changes and modifications of the school-law:

1. That Sec. 50 be so amended as not to recognize a third-grade certificate.
2. That Sec. 11 be so amended as to allow school commissioners to hold their office for four years.
3. That Sec. 38 be so amended as to require the board of township trustees to report annually to the school commissioner, or board of supervisors, the condition of the school-fund in their hands, the amount loaned, to whom loaned and how secured, the amount received and from what sources, the amount and how distributed, and the cash in hand.
4. That Sec. 34 be so amended as to allow one-half the public fund, after necessary expenses are paid, to be equally divided among districts having school-houses, and the other half according to attendance certified on schedule.
5. That Sec. 71 be so amended as to graut the school commissioner an annual salary sufficient to enable him to devote his entire time to the duties of his office; that he receive no percentage for distributing funds, and no fees for granting certificates; the school commissioner to use one day in each month for examining teachers at such places in the county as will best accommodate them, and to appoint no deputies except in case of sickness or necessary absence.
6. That a section be added requiring the board of supervisors, or county courts, to publish in one or more county papers a report of the amount of money received by the school commissioner, the sources from which received, the amounts paid different townships, and the amount paid him for services.
7. That a section be added making provision for the recommendation of a uniformity of text-books, to be used in all schools of the state, except in incorporated cities and schools of special charter.
8. That a section be added making provision for holding annually in each county a Teachers' Institute; a fund to be appropriated sufficient to defray the expenses of such Institutes.
9. That Sec. 82 be so amended as to compel justices of the peace, or any county officers into whose hands fines and penalties are placed, to report to the school commissioner once in six months the condition of the people's cases on their dockets (except those for violating ordinances of incorporated towns and cities), paying over to the commissioner at such times the amounts collected, and showing the amount due. Said report to be certified and sworn to by such officer or officers.

On motion of S. O. Simonds, of Will county, the above resolutions on school-law were to be referred to a committee of thirteen, the State Superintendent to be chairman, and the remaining twelve to be chosen from school commissioners of different parts of the state; this committee to act with the State Board of Education in presenting the above or other portions of the school-law for the action of the legislature.

The following general resolutions were adopted:

*Resolved*, 1. That we see in our State Normal University the dawn of a glorious future for the educational interests of our state; that having witnessed its working and some of the results, we are assured of the efficiency of the Principal (Mr. Edwards) and his associate teachers, and considering the institution one of the best of the kind in our country, we hope each county will keep its full quota of scholars in attendance.

2. That the Biblical History, illustrated by an outline map, published by A. B. Israel is not adapted to the use of our public schools, and is but little more than worthless in them; therefore we unanimously urge teachers and school-officers to oppose their introduction in the schools of our state.

3. That the neglect of some school commissioners to visit their schools meets our unqualified disapprobation.

4. That we consider the third-grade certificate unnecessary, and wish to use it only at the special request of directors.

5. That we consider the use of Adams's School Registers, Tablets and Class-Books, a benefit to any school, and unanimously desire the directors of every district in the state to purchase them.

6. That we indorse the *Illinois Teacher*, and urge the educational men of our state to be liberal in its support.

7. That the State Superintendent of Public Instruction and Thomas R. Leal, Commissioner of Champaign county, be invited to prepare lectures for the next convention.

8. That our thanks are due to the proprietors of the Ashley House for the use of their elegant room during our session.

9. That although our number at this convention is not as large as anticipated, we have had a spirited, pleasant and profitable session; our hopes for greater improvement in our common schools are strong; our future aims will be to work for the perfection of the school-law as necessity shall dictate, and our desire is so to carry out its provisions as shall best serve the educational interests of our state.

10. That the papers of this state friendly to the cause of education be requested to publish the proceedings of this convention.

Adjourned to meet at the time and place of the next State Teachers' Association, the President and Secretary to give notice to the school commissioners of the state.

JOHN P. BROOKS, *President*.

J. H. KNAPP, *Secretary*.

CHICAGO.—The Board of Education held its regular meeting September 29. Several plans were discussed for the relief of the Bridgeport, Haven and Moseley Schools, which resulted in giving the Committee on Schools and Grounds power to hire additional rooms in the Bridgeport District, and to erect a partition in the gymnasium at the Haven, thus providing two additional rooms.

Mr. Steele introduced the following resolution, which was adopted:

*Resolved*, It shall be the duty of each Principal to report to the Superintendent as soon as he learns of the presence in his school of two or more essentially different editions of any one of the text-books in use, and unless, after notice is given to that effect by the Superintendent to the publishers or agents of such books, they shall supply an edition of such book by way of exchange, without cost, to all such scholars as may be already provided with any of the previous editions, so as to make the edition uniform in the manner prescribed by the Superintendent, such neglect or refusal shall be deemed sufficient ground for excluding such text-books from the school.

On motion of Mr. Ryder, the salaries of the Principals of the Dearborn, Jones, Kinzie, Franklin, Washington, Moseley, Brown, Foster, Ogden, Newberry, Skinner, and Haven, and that of the teacher of the Normal Department in the High School, were increased to \$1100 per annum, from the commencement of the present term.

On motion of Mr. Sheahan, the Committee on Music (Messrs. Holden, Ryder, and Wahl) were authorized to employ a teacher of music in the schools, with a salary on the part of the Board of \$500, certain prominent citizens having offered to raise by subscription a like sum.

Messrs. Taft, Ryder, and Holden, were appointed to organize a plan for evening schools.

The second monthly Institute was held October 3.

Singing by the Foster Glee Club.

The Superintendent instructed the teachers as to the method of reporting their attendance at Institute.

Miss Jennings presented the educational intelligence of the current month, gleaned from the educational and other periodicals of the several states.

The Superintendent commented upon several topics which had come to his notice during the last month. The Paper is hereafter limited to twenty minutes. Teachers should exercise care in requiring scholars to procure new writing-books before the old ones are finished. In teaching from the new grammar, general principles and the interest of the pupil must be consulted, not the exact language of the text-book. Too much attention is some times given to memorizing suffixes and foreign words. The question of the propriety of singing immediately after entering school was discussed with great animation, showing little uniformity of opinion or practice.

The section exercises were: 1. 'Model Exercises in Map-Drawing', by Miss Flagg. 2. 'Electricity', Miss Jones. 3. 'Reading'. 4. 'General discussion on the new First Reader'. 5. 'Plants', by Miss Dickinson; and 'Reading', by Miss Johnson.

B.

TEACHERS' INSTITUTE AT THE NORMAL.—We have been pleased to see our friend S. M. Dickey, of Cordova, who was a member of the six-weeks Institute recently held at the Normal University in Bloomington. In lieu of a more extended notice, which we hoped to receive before this, we give a few facts we have gathered.

The Institute was in session for six weeks; was held in the Normal, and taught by its Professors. The teachers each occupied an hour each day in the discussion of the various topics connected with teaching; illustrating the theory by an exhibition of the practice, and exercising the members of the class in the various operations of the school-room. It is a matter of surprise as well as regret that so few of the 14,000 teachers in the state were present to enjoy the advantages of this instruction. We did not think it possible that so few would be present under the circumstances; for if a Teachers' Institute in a county town, with unpracticed and unprofessional instructors, is worth any thing, we were under the impression that a large number of spirited, intelligent, enterprising young men and women would be glad to avail themselves of an opportunity of receiving many and valuable hints in such a school as the Normal, and from such instructors as can there be found. We regret that we are disappointed. It is rather a hard commentary upon our profession that there were in the State Normal Institute, where tuition is free and the welcome cordial, only about one in a thousand of our teachers. All the consolation we derive from the result, and we confess it is rather cold comfort, is that there is a 'good time coming', when more of the true professional spirit will be exhibited, because a more enlightened public sentiment will demand it. At present the standard of teaching is so low that in almost every county—we are glad to know that there are some exceptions—any boy or girl of sixteen years of age may, with the most meagre and insufficient acquirements, procure a certificate of qualification to teach. Our system of commissionerhip is bad, bad theoretically and worse practically, and we can never hope to raise the character of our teachers and schools until it is changed. As long as any man may be elected to fill that office, just so long will a majority of inefficient men occupy the position, and just so long will the theory of our teaching and the character of our teachers be of the lowest type. We must have a strong upward pressure to force young men and women to prepare themselves for their work; and until that pressure is applied it is not to be wondered that so few avail themselves of the advantages offered by the Normal School, the Teachers' Institute, or the Teachers' Journal.

**TAZEWELL COUNTY.**—This county held its last Institute at Washington, commencing on Tuesday, September 22d, and closing on the Saturday following. The attendance was not large, yet a sufficient number of competent teachers was present to give character and interest to the session. The exercises were designed to call out the best methods of teaching. They were conducted by ladies and gentlemen teaching in the county, who evinced much familiarity with the art of teaching, and an enthusiastic devotion to their work.

The *spirit* of the session was excellent. Nothing dragged. The prevalent feeling was that it required the undivided energies of a well-developed, thoroughly-disciplined and live man or woman successfully to fulfill the teacher's mission. Such was the animus of the recitations and discussions.

On Thursday evening a practical lecture from H. W. Snow, of Peoria, was listened to with evident satisfaction. Mr. Snow has been an eminently successful educator; and the teachers' corps of this vicinity has sustained a loss by his recent adoption of the legal profession. His lecture consisted mainly of the valuable suggestions of a practical man. On Wednesday evening a 'Teachers' Experience Meeting' was held, and was found, when not too wide in its range, both to interest and profit. Thursday evening a lecture was delivered by Rev. C. G. Howland, of Tremont, on 'The War as an Educator'. The reception it met with and our estimate of its merits as a literary production were sufficiently indicated by a unanimous vote of the Institute to solicit a copy for publication. The lecture appeared in the *Peoria Tri-Weekly Transcript* of October 8. Friday evening was devoted to a lecture from Mr. Edwards, Principal of the Normal University. The large concourse present lived many hours in the one appropriated to the lecture. I may safely affirm that seldom have all the powers of their intellectual and moral being been more fully and healthfully awake and active than when Mr. Edwards sat down. So close contact, under such circumstances, with the spirit of such a man is a privilege to be coveted.

The Institute exercises of Saturday morning, in which were elicited the objects

to be secured in recitation, were conducted by Mr. Edwards, much to the edification of the members, who caught something of the enthusiasm which he throws into his work.

Mr. Parker, of Washington, now infirm with age — nearly blind, — an eminent teacher who has devoted his *life* to the profession, added much to the interest of the session. There are but few among us whose scientific knowledge has so wide a range; few who can state principles, facts and data with such entire accuracy and readiness. I could not help thinking that with the vast amount of material for thought and conversation which he had stored up, he could better afford that the leading avenue to the mind should become closed than could most men. All honor to the venerable men who have honored our profession. Messrs. Wood, of Washington, and H. O. Snow, of Tremont, superior teachers, who are devoting themselves exclusively to the profession, are worthy of honorable mention. I would refer, Mr. Editor, to some of the *faithful* and *successful female* teachers of this county; but lest I should seem invidious, I will not specify individuals. We adjourned with unabated faith in Teachers' Institutes.

G. I. BAILEY.

DE KALB COUNTY.—The *Republican* contains the report of Dwight Crossett, School Commissioner, to the Board of Supervisors, for the year ending October 1, 1863.

The whole number of schools in the county is reported as 144, with 6313 pupils in attendance. There are 103 male and 166 female teachers. Of the 143 districts schools have been kept for six months or more in 128, while in 10 no schools have been kept. The county contains 9025 white persons under 21. Fifteen districts have no school-house, and in 35 only are the records kept according to law. The average monthly wages of male teachers is \$23; of females \$12.50. The total amount received for school purposes is \$30,945.

The school commissioner during the year spent eighty days in visiting schools, and thirteen days in holding teachers' meetings. He has visited all once, and nearly all twice.

In a few well-chosen words he represents in closing the good which may be accomplished by Institutes, and asks an appropriation to enable him to hold one. To which request the Board responded by putting fifty dollars in his hands for that purpose.

We remember Mr. Crossett as an earnest, hard-working, and of course successful teacher, and know he must make a good Commissioner.

B.

RANDOLPH COUNTY TEACHERS' INSTITUTE.—This body met at Sparta, Thursday evening, October 8. Prof. Barler, of Chester, delivered a lecture on 'Universal Education'. On Friday Prof. Slade, of Belleville, conducted an interesting and profitable exercise on 'Orthography', and also one on 'Written Arithmetic'. Prof. Barler gave an exercise on 'Phonography and Sound-spelling'. The subject of 'School-Government' was discussed at some length. In the evening, Rev. Mr. Allen delivered an able and earnest address on the 'School and the State'. On Saturday the subject of 'School-Government' was continued for one hour, after which exercises on Mental Arithmetic and Writing were conducted by resident teachers. The teachers present manifested great interest; and, considering the short previous notice, the attendance was good. At our next meeting, which will be held probably at Chester, we feel sure there will be a more general attendance of the teachers of the county. We separated with renewed strength for the labors of the coming winter.

J. A. HAMILTON, Cor. Sec.

DIXON TEACHERS' ASSOCIATION.—The teachers of North and South Dixon met in the latter part of September, and formed an organization for the winter. Our first formal meeting was on Monday night, October 5. Mr. Thomas illustrated his method of teaching history by map with a class from his school. An essay was read by W. W. Davis, on 'Enterprise in Teaching'. Discussion of 'Tardiness and Irregular Attendance'; and a committee was appointed, consisting of Mr. Smith, Miss Swinborne, and Mrs. Dickson, to report at the next meeting a plan to reach this evil. The High School building comfortably seated quite an encouraging audience of teachers and friends of education from the town. Our next demonstration occurs in four weeks.

W. W. DAVIS, Sec.



**COOK COUNTY.**—The Cook County Teachers' Institute closed a very successful five-days session, at Blue Island, on Friday, September 25. The attendance, although scarcely so large as anticipated, was good—the roll showing a list of fifty-five names.

The exercises were presided over by John F. Eberhart, County School Commissioner, F. W. Lowell acting as Secretary.

On Monday evening the Institute was addressed by S. H. White, Principal of the Brown School, on 'The Teacher and State'; on Tuesday evening by Prof. Geo. Stevens, Deputy State Superintendent of Public Instruction, on 'The End and Object of American Education'; on Thursday evening by Prof. John Johannot, on 'Ocean Currents'. All of these lectures were most able and interesting, and held the audience in breathless attention.

Wednesday evening was spent in a miscellaneous discussion upon the question 'How may that moral and religious influence, so desirable in the school-room, be best secured?' The discussion was quite spirited, and ended in the unanimous adoption of the following resolution:

*Resolved*, That the daily reading of the Holy Scriptures, without note or comment, followed by the audible use of the form known as the Lord's Prayer, by teachers and pupils, as an opening school exercise, is strongly recommended.

The day sessions were spent in drill-exercises on the best methods of teaching successfully the various branches taught in our common schools. In conducting these exercises the School Commissioner was assisted in part by Mr. White, of Chicago, Mr. Johannot, of Joliet, and various members of the Institute. All the teachers also had the privilege of making such suggestions or asking such questions as might arise in their minds. A considerable portion of the time was also spent in the discussion of various subjects of interest and value to the teachers' calling.

Resolutions of thanks to the people of Blue Island for their hospitality, to Mr. Tillinghast for his efforts to instruct the teachers in music, to the various speakers for their able and practical addresses, and to the Board of Supervisors for the appropriation of the necessary means to defray the expenses of the Institute, were unanimously passed. Also resolutions expressive of our keen appreciation of the duties and great responsibilities of the loyal teacher in the present crisis of our national affairs, and extending our warmest sympathies to our brothers and fellow teachers who have exchanged the labors of the school-room for the rougher and sterner duties of camp life.

On Friday evening the teachers and their friends joined in a social reunion at Robinson's Hall. On motion of Mr. Eberhart, a collection was then taken up for our sick and wounded soldiers. The sum of \$21.27 was contributed, which has since been paid over by Mr. E. to the Sanitary Commission.

A second five-days session of the Institute was held at Palatine, commencing October 5, under the management of the School Commissioner, James W. Frake acting as Secretary. The attendance was large, over one hundred teachers being present, and the interest throughout unabated. The people of Palatine manifested a most liberal hospitality in entertaining the teachers. Many school-officers and leading citizens in the southern part of the county also showed an interest in the movement, by being present and witnessing some of the exercises, all of which were of an interesting and practical character.

Evening lectures were delivered by W. Woodard, Hon. J. D. Ward, and Rev. L. Hawkins. Exercises were conducted and the Institute addressed by W. H. Wells, S. A. Briggs, W. Woodard, Benj. Cutter, Edmund Angell, O. W. Herriek, F. W. Lowell, W. M. Scribner, and others.

On Friday evening the teachers and their friends united in a 'Teachers' Social'. The occasion was decidedly a pleasant one, and was enriched by toasts and sentiments, together with things agreeable to the palate.

At the close a collection, amounting to \$23.78, was taken up for the benefit of the Sanitary Commission.

E.

**STATE NORMAL INSTITUTE.**—At a meeting of the members of the Normal Institute, held in the University, October 7, 1863, it was unanimously

*Resolved*, That we regard the Teachers' Institute, and especially the Normal Institute, as one of the most efficient instruments for elevating the standard of education in our state, and we would most respectfully and earnestly urge our fellow teachers to avail themselves of this important means of securing a higher degree of professional excellence.

*Resolved*, That we hereby tender to the teachers of the Normal School our warmest thanks for the interest which they have manifested in our behalf; for the energy and zeal with which they have labored in a good cause; and for the many acts of kindness received from them we assure them of our grateful and continued remembrance.

*Resolved*, That the only regrets which we experience in connection with the session of the Institute now closing, are that so few have availed themselves of its benefits, and that we can no longer participate in its pleasures and privileges; and should the Faculty decide upon another session, we sincerely hope that of the ten or twelve thousand teachers in the state there will be more than fifteen who will sufficiently appreciate the opportunity thus afforded to meet with us there.

*Resolved*, That a copy of these resolutions be handed to the Faculty of the Normal School, and that copies be furnished to the *Illinois Teacher* and *Bloomington Pantagraph* for publication.

S. M. DICKEY, by request of the Institute.

THE PUTNAM COUNTY TEACHERS' INSTITUTE will hold its next semi-annual meeting in Granville, opening on the morning of Tuesday, the 1st, and closing on Friday, the 4th of December next.

It is confidently expected that the session will be unusually profitable and interesting. Let teachers and patrons of schools, who can, make their account to attend, and to attend promptly and regularly.

G. D. HENDERSON, *School Commissioner*.

SPRINGFIELD.—The Public Schools of this city reöpened September 7, under very favorable auspices.

The vacancy in the Principalship of the Third Ward, caused by the resignation of Mr. Estabrook, who has been so long and favorably known in the Educational field, was filled by the election of Mr. M. V. B. Shattuck, late Superintendent of the Moline Public Schools.

There has been a much larger number of pupils registered up to the present time this year than the corresponding time last year. Some of the departments are overrun with pupils. Some having seats for 44 pupils have between 80 and 90 attending. A change in the interior arrangement of some have been ordered, so as to economize space and give seats for all who seek admittance to our public schools.

Our able School Board and Superintendent have made a move in the right direction in introducing vocal music and drawing as studies into our schools. Vocal music is taught in all departments, and drawing in all grammar departments. They have been unusually fortunate in the selection of teachers for these branches, having secured the services of Prof. A. C. Williams, a well-known and very accomplished teacher of vocal and instrumental music, and those of Rev. L. P. Clover, who has long enjoyed the reputation of being one of the most accomplished teachers of drawing and painting in the United States, and second to none in this state, and late teacher of drawing in the State Normal University.

Our teachers and patrons fully appreciate the great advantage and beneficial results which must flow from this new and important feature in the management of our public schools, and the pupils themselves are highly delighted with it.

Superintendent Low has just published and introduced into our school-records a new Register and a new Class-Record or Class-Book, each of which our teachers pronounce superior to any thing of the kind that has come under their notice. I presume he has already sent you a full description of each for the benefit of teachers generally, so I will not notice them further.

During the month of September 1609 pupils were registered in our public schools. The monthly average per cent. of attendance was as follows: High School 98; 1st Ward 95; 2d Ward 94; 3d Ward 97; 4th Ward 96; which is very good, as our County Fair was held in this city during the month, and the State Fair at Decatur, both of which cut down the per cent. materially.

The following teachers are now employed in the public schools, viz:

High School: A. M. Brooks, A. M., *Principal*; Misses Sophia Chapin, Jane E. Chapin, *Assistants*. First Ward: Lucius Kingsbury, *Principal*; Misses Esther Carriel, F. L. Babcock, F. E. Cassatt, J. O'Leary, Mrs. E. McManus, *Assistants*. Second Ward: Edward L. Clark, *Principal*; Misses C. O. Sheldon, E. M.

Hughes, Laura A. Lee, M. P. Morris, Emily Starkweather, Mrs. C. B. Scott, *Assistants*. Third Ward: M. V. B. Shattuck, *Principal*; Misses M. E. Hughes, Mary E. Kavanaugh, M. A. Moore, Fannie Campbell, Emma Huntington, Mrs. Abbie Pai, *Assistants*. Fourth Ward: Calvin H. Flower, *Principal*; Misses Fannie Wiley, M. A. Kendrick, A. G. Roberts, Amelia Wiley, J. A. Roberts, S. M. Sell, *Assistants*. Colored School: Thomas York, *Principal*. Prof. A. C. Williams, *Teacher of Vocal Music*. Rev. Dr. L. P. Clover, *Teacher of Drawing*. s.

NEW SCHOOL BUILDINGS.—We learn that a fine building for school purposes is going up in Joliet, to supply the place of the one burned during last winter. We expect to be furnished with the details of plan, cost, etc.

ANOTHER.—The friends of common schools in Aurora have decided to erect a fine large building for the accommodation of their children. They expect to put up one that will be a model, with all the appliances necessary to make a first-class institution. Will friend Heywood give us the particulars?

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#### NOTES AND QUERIES.

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##### LEXICOGRAPHIC NOTES, BY DR. WILLARD.

TUMBLER.—Why is a certain kind of drinking-glass or -cup so called? A tumbler is a cup without a stem and foot. Ages ago, when drinking deep and carousing long was the fashion of high and low, the butler would fill the horn cups to the brim, and every one was expected to drain his 'horn'. That none might fail of this festal duty, the bottom of the cup was made pointed or hemispherical, so that if one attempted to set them down with liquor in them they would *tumble*: hence the name, given now, as before, to a cup without stem or foot, but now made with a flat bottom.

To.—Probably the signification of *to* in the compounds *to-day*, *to-night*, and *to-morrow*, has been a question with many. That it is not used as *to* is now used, as a 'preposition governing the following noun', as grammars say, is evident. Worcester simply says of these, "In the following three cases *to* is used as a prefix to substantives." Webster says, "*To-day*, *to-night*, *to-morrow*, are peculiar phrases derived from our ancestors. *To*, in the two first, has the sense or force of *this*; *this day*, *this night*. In the last it is equivalent to *in* or *on*; *in* or *on* the morrow." This is rather a lame account of it, but fully as good as Horne Tooke's account of the preposition *to* in his 'Diversions of Purley'. Richardson gives no light on *to* and its uses.

The word *to* denotes primarily nearness, or approach. These notions can be traced in almost all its uses. From this it comes to mean addition; our word *too* was originally simply *to*, with the notion of addition to excess. But as *to* was used adverbially where we now write *too*, so it was also used adjectively. In Walter Scott's 'Quentin Durward', chapter iii, we read of a *to-name*, that is a name which is *to* or additional; a cognomen. Wright gives us an example dated 1609, two and a half centuries ago, of the use of *to-side*, meaning the right side; that is, the side which is nearest or readiest to work or action. "He setteth his hat on the *toe side*." Probably other examples could be found. Now *to* in *to-day* and analogous compounds is used thus adjectively, and denotes nearness; *to-day* is the day which is *to*, at hand, now upon us; *to-night* is the night which is *to*, now on us or approaching; *to-morrow* is the morrow (*i.e.* morning) which is *to*, next coming. In England *to-month* and *to-year* are used, in some districts, for *this month*, *this year*. That this use of *to* with *day* is ancient any one may see upon looking at the Lord's Prayer in Anglo-Saxon, as given in Fowler's 8vo. or 12mo. Grammar, or in Worcester's Quarto Dictionary; or in the different version of Bishop Alfred, of Durham (A.D. 900), as given in Bailey's Dictionary. This adjectival use of *to* is parallel with the use of *by* in *byway*, *bylaw*, and of *up* in *upland*.

Another use of *to* is remarkable, though now entirely obsolete unless one passage in the Bible may be cited. It was used with meaning like that of the German prefix *zer*; the primary meaning was then addition to excess; hence as excess is often destructive, the notion of injury or destruction is implied in the compound: thus, *to-spread*, spread very much, scattered; *to-torn*, torn to pieces; *Thaire gud speris al to-braste*, their good spears all (quite) burst (splintered) to pieces; *to-daiste* (dashed to pieces) *his bones*. The passage in Judges ix, 53, may be explained by this idiom: "And a certain woman cast a piece of a millstone upon Abimelech's head, and all to brake his skull." Some texts erroneously put *break* in place of *brake*, making the clause express the woman's purpose; but *brake* (=broke) is correct; and either we should join the *to* to *all*, making *all-to*, said to be an old compound meaning quite, entirely; or else the *to* should be joined with *brake*, making *to-brake*, broke to pieces, crushed. The opinion of the best judges of old English is in favor of the latter view: it is in fact doubtful whether *all-to* can be shown to have any existence as a word: the *to* in all instances that I have seen seems to me to belong to the verb, having the meaning which I have set forth above.

VOMICA.—Nux vomica or Vomie-nut is by many supposed to be emetic, and the etymology given in Webster supports this notion. But the vomie-nut is not emetic, and the word *vomie* has no relation to *vomit*: its real meaning is *noisome*, *noxious*, *hurtful*. It is, in short, *poison-nut*. The etymology in Webster is a great mistake.

ANSWERS.—Query 16. PEWS.—In Anglo-Saxon and some Northern churches of early date a stone bench was made to project within the wall, running around the whole interior except the east end.

In 1319 they are represented as sitting on the ground or standing. About this time the people introduced low, rude, three-legged stools promiscuously over the church.

Wooden seats were introduced soon after the Norman conquest. In 1327 a decree was issued in regard to the wrangling for seats, so common that none could call any seat his own except noblemen and patrons, each entering and holding the one he first occupied.

As we approach the reformation, 1530 to 1540, seats were more appropriated, the entrance being guarded by cross-bars and the initial letters engraved on them.

Immediately after the reformation the pew system prevailed, as we learn from a complaint of the poor Commons addressed to Henry VIII, in 1540, in reference to his decree that a Bible should be in every church at liberty for all to read, because they thought it might be taken into the 'quir' or 'pue'. In 1608 galleries were introduced.

As early as 1611 pews were arranged to afford comfort by being baized or cushioned; while the sides around were so high as to hide those within—a device of the Puritans to avoid being seen by the officers, who reported those who did not stand when the name of Jesus was pronounced. The service was very much protracted, so that many would fall asleep. Hence Swift's pithy allusion:

"A bedstead of the antique mode,  
Compact, of timber many a load,  
Such as our ancestors did use,  
Was metamorphosed into pews,  
Which still their ancient nature keep,  
By lodging folks disposed to sleep.

With the reign of Charles I, the reason for heightening the sides disappeared; and from the civil war they gradually declined to their present height.

Query 17. In Sheffield, England, where immense quantities of nails are manufactured, they used to be sold in small quantities by the hundred; and the term fourpenny, sixpenny, etc., referred to such nails as were sold at fourpence, sixpence, etc., per hundred nails. The length of the nails of that day that were so designated was exactly the same with nails that are now known by those designations.

NEW QUERIES.—19. *Good Words* for June and the *Atlantic* for September



contain articles respectively entitled 'The Sangreal' and 'The New Sangreal'. What is the origin and significance of these expressions? O.

20. The *Massachusetts Teacher* for October calls Mr. Ansorgé the *Nestor* of its editorial trio. What does this signify? We suppose we know who Nestor was, but do n't understand what qualities a man must possess to entitle him to this appellation. Of late we have seen it frequently used. E. B.

21. Barnes, Notes, Rom. v, 7, says Damon was condemned and Pythias was the substitute; the *New American Cyclopædia* gives Pythias as the condemned and Damon the substitute. Which is correct? J. D. P.

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NOTICES OF BOOKS, ETC.

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OUR OLD HOME. A Series of English Sketches. By Nathaniel Hawthorne. Boston: Ticknor & Fields. Chicago: S. C. Griggs & Co. 1863. Pp. 398. \$1.25.

All but two of these sketches have appeared from time to time in the *Atlantic Monthly*. One of those now first published, 'Consular Experiences', is a graphic description of some portions of the author's life at Liverpool. They are all written in Hawthorne's peculiar style, which one can not help admiring, even if not so much interested in the subject of which he treats.

The book is marred by the dedication. "For other men there may be a choice of paths — for you but one; and it rests among my certainties that no man's loyalty is more steadfast, no man's hopes or apprehensions on behalf of our national existence more deeply heartfelt, or more closely intertwined with his possibilities of personal happiness, than those of Franklin Pierce."

The *Hartford Post* says there are three parties who know that the fine sentiments of this dedication are all gammon. One of these is the public, another is F. Pierce, and the other is Mr. Hawthorne. True. B.

MEDITATIONS ON LIFE AND ITS RELIGIOUS DUTIES. Translated from the German of Zschokke, by Frederica Rowan. Boston: Ticknor & Fields. Chicago: S. C. Griggs & Co. 1863. Pp. 394. \$1.25.

The character of this book is well indicated by its title. It is a readable and exceedingly valuable collection of thoughts on the various duties of life. B.

METHODS OF STUDY IN NATURAL HISTORY. By L. Agassiz. Boston: Ticknor & Fields. Chicago: S. C. Griggs & Co. 1863. Pp. 319. \$1.25.

This is a reprint of the valuable papers which have appeared under the same title in the *Atlantic Monthly*. Two chapters are added, discussing the ovarian egg and the principles of embryology and classification. B.

AN OUTLINE OF THE ELEMENTS OF THE ENGLISH LANGUAGE. For the use of Students. By N. G. Clark, Professor of Rhetoric and English Literature in Union College. New York: Charles Scribner. 1863. 16mo. Pp. 220. \$1 00.

Without attempting great things, the author has given us all that is valuable to the general student that is to be found in the larger and more costly works of Marsh, Craik, and Harrison, with sixty different specimens of the early literature more than are to be found in either author named. B.

LEVANA: OR THE DOCTRINE OF EDUCATION. Translated from the German of Jean Paul Freidrich Richter. Boston: Ticknor & Fields. Chicago: S. C. Griggs & Co. 1863. 16mo. Pp. 400. \$1.50.

We have here no dry manual of abstract theories; none of the vagaries of the immature idealist. When Richter wrote *Levana* he was nearly forty-five. His long struggle with poverty was over; his career as a teacher had been ended fif-

teen years; he had published his 'Selections from the Papers of the Devil', 'What Death is', 'The Invisible Lodge', 'Hesperus', 'Flower, Fruit, and Thorn Pieces', 'Flegeljahre', besides several other works, and was already famous as an author. The favorite of the educated of Germany, and especially of the educated women, by whom he had been first appreciated, and whose efforts had, in a measure, lifted him into fame, he had yet, at a time when French ideas of marriage had to a great extent corrupted German society, preserved his purity of life, and among all the women who, according to his biographer, at his call would have left lover or husband, not one had suffered in reputation on his account. Because of her loose views regarding the sanctity of the marriage relation, his intimacy had declined with the brilliant and noble Charlotte von Kalb, the original of 'Linda' in his 'Titan', who had sought a divorce that she might marry him, and by whose invitation he had visited Weimar. He had been married several years, and had settled down at Baireuth, the home of his ardent desire to spend the rest of his life in literary labors, its quiet being disturbed only by occasional travels. Here, happy in the society of his wife and children, he wrote his theory of education, naming it after the goddess who protects new-born infants. And so we are sure that this most readable book, with its beautiful thoughts and choice counsel, is but a picture of that happy home at Baireuth, the filling-in, mayhap, the experience of the few happy periods of his early life -- his four years' teaching at Schwarzenback, and the peculiar methods of instruction he pursued there -- drawn by the hand of an artist and poet.

To parents and teachers, especially to the former, we commend this book. You can not read it without being both interested and benefited. B.

**FREEDOM AND WAR.** By Henry Ward Beecher. Boston: Ticknor & Fields. Chicago: S. C. Griggs & Co. 1863. Pp. 445. \$1.50.

A collection of discourses on topics suggested by the times. Their general purpose is to apply the principles of Christianity to the duties and circumstances of life; to insist on a sound, lofty and fearless morality in whatever men do; and to show the increased importance of practicing that morality in times like these, and the certain splendor of our future if only we are true to ourselves, to humanity, and to God. The book is just such a one as we should expect from Mr. Beecher, and will be widely read by all who delight in fearless, outspoken words. As might have been expected, the first edition, a very large one, was exhausted in three days. B.

**A CLASS-BOOK OF CHEMISTRY**, in which the latest facts and principles of the science are explained and applied to the arts of life and the phenomena of nature. Designed for colleges and schools. A new edition, entirely rewritten. By Edward L. Youmans, M. D. New York: D. Appleton & Co. Chicago: S. C. Griggs & Co. 1863. 12mo. Pp. 460. 310 illustrations. \$1.25.

This is not so much a new edition as an entirely new work, rewritten and reillustrated throughout. It brings up the general subject to the latest moment, and contains a large amount of new and interesting matter not found in existing chemical text-books.

The new views of heat, and the great principle of the conservation and correlation of forces, which may now be regarded as established in the scientific world, are first presented in Prof. Youmans's new work in a form suitable for classroom study.

It also embraces many other results of recent investigation, as spectrum analysis and the new elements discovered by it; Prof. Graham's interesting views on dialysis and the colloid conditions of matter; Berthelot's remarkable researches in organic synthesis; Prof. Tyndall's brilliant discoveries concerning the offices of aqueous vapor in nature, together with many other new facts and new explanations of old ones. The volume will also be found to embrace several of the interesting views advanced by the author in his lectures on the 'Chemistry of the Sunbeam'.

The work is not intended as a technical book for chemists, but is written in a style suitable for popular reading and study. It is designed to convey that kind

and amount of information upon the subject of chemistry, and its application to the arts of daily life and the phenomena of nature, which are now indispensable to a good general education. B.

J. H. COLTON'S AMERICAN SCHOOL GEOGRAPHY. Comprising separate treatises on Astronomical, Physical and Civil Geography, with descriptions of the several Grand Divisions and Countries of the globe. By C. C. Morgan. New York: Ivison, Phinney & Co. Chicago: S. C. Griggs & Co. 1863. 12mo. Pp. 588. \$1.50.

We believe this to be the most elaborate geography published since the days of Malte Brun. To us at first sight this seemed an insurmountable objection; but we found the book so arranged as to enable either division of the subject to be pursued separately, with the advantage of being able to refer to either of the others at pleasure. Its proper place as a text-book is in our higher schools and academies. In the family, as a reference-book, it will form a good substitute for the expensive gazetteer. B.

BULLIONS'S SERIES OF ENGLISH GRAMMARS. Comprising *Bullions's Analytical English Grammar*. 12mo. Pp. 258. 70 cts. *Introduction to Analytical English Grammar*. 12mo. Pp. 139. 30 cts. *Exercises in Analysis and Parsing*. 16mo. Pp. 120. 18 cts. New York: Sheldon & Co., 355 Broadway.

Dr. Bullions's series of grammars are deservedly popular. They have received the highest commendations from eminent teachers throughout the country, and are extensively used in good schools. A prominent idea of these series is to save time by having as much as possible of the grammars of the English, Latin and Greek on the same plan, and in the same words. We have taught from these grammars successfully, and we like their plan. The rules and definitions are characterized by accuracy, brevity, and adaptation to the practical operations of the school-room. Analysis follows Etymology and precedes Syntax, thus enabling the teacher to carry Analysis and Syntax along together. The exercises are unusually full and complete, while the parsing-book furnishes in a convenient form, at slight expense, a great variety of extra drill. The books deserve the success they have achieved. B.

THE AMERICAN JOURNAL OF EDUCATION.—Published quarterly. Edited by Henry Barnard, LL.D. Vol. III, No. 7, New series. A very instructive and valuable number, and contains the following subjects:

1. American Educators and Teachers. Henry P. Tappan, D.D., LL.D., with portrait.
2. Military Education and Schools in Sardinia.
3. Private Military Education and Schools in the United States.
4. Fenelon—his Educational Labors and Views.
5. German Views of Education of Girls.
6. Ohio Female College, at College Hill, Ohio.
7. Special Preparation a prerequisite for Teaching. H. Mann.
8. Professional Training of Teachers in Saxony.
9. State Normal School at Albany.
10. Thoughts on Education. By John Locke.
11. Benefactors of American Education. John Green, with portrait.
12. School Architecture.
13. American Text-Books.
14. General School Intelligence.

Geo. Sherwood, 118 Lake street, Chicago.

D. APPLETON & Co. are now publishing a History of the Romans under the Empire, by Charles Merrivale, B.D. It is to be completed in seven volumes, small 8vo, handsomely printed on tinted paper, at \$2.00 per volume.

Volumes I and II comprise the history to the fall of Julius Cæsar. The first volume has just appeared. The work will terminate with the death of Aurelius, where the narrative of Gibbon commences, and will therefore be indispensable to every library. The critics of the British press universally speak in terms of the highest commendation of the work. B.

D. APPLETON & Co. also announce a great work on 'The Principles of Political Economy, with some of their applications to Social Philosophy'. By John Stuart Mill. 2 volumes, 8vo. \$6.00. B.

*Peterson* is out with his prospectus for 1864. It will have nearly 1000 pages, 25 to 30 steel plates, 12 colored patterns, and 400 wood engravings — and all this for only two dollars a year, or a dollar less than magazines of its class. In the general advance of prices, it is the only magazine that has not raised its prices, either to single subscribers or to clubs.

Mrs. Ann S. Stephens, Ella Rodman, Mrs. Denison, Frank Lee Benedict, the author of 'Susy L.'s Diary', T. S. Arthur, E. L. Chandler Moulton, Gabrielle Lee, Virginia F. Townsend, Rosalie Grey, Clara Augusta, and the author of 'The Second Life', besides all the most popular female writers of America, are regular contributors.

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*Godey's Lady's Book* for November is especially devoted to the department of fancy dresses for winter parties. Besides the colored fashion-plate containing nine figures, all fancy dresses, there are five others, all accurately and minutely described. This is an opportunity seldom offered to ladies. You may get one or two figures from a French magazine, but here are fourteen figures, given in one magazine, besides all the other matters that appertain monthly to the *Lady's Book*, which, in the language of a contemporary, 'is all that woman could desire in the shape of a magazine'.

Especial attention is also devoted in this number to the different fall and winter dresses, cloaks and wraps for grown persons as well as children. Address L. A. Godey, 323 Chestnut street, Philadelphia, Pa.

*Arthur's Home Magazine* for 1864 will be conducted in the same spirit that has distinguished it from the commencement; and continue to unite in one periodical the attractions and excellences of both the Ladies' or Fashion Magazines, as they are called, and the graver literary monthlies.

The arrangements for 1864 include three original serial stories, written expressly for it. One of these will be by Miss Virginia F. Townsend, and commence in the January number. Another will be by T. S. Arthur; and the third from the pen of Mrs. M. A. Denison, a writer who has long been a favorite with the public. Besides these, the *Home Magazine* will continue to be enriched with shorter stories, poems, essays, and sketches of life and character, written with the aim of blending literary excellence with the higher teachings of morality and religion.

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NEW BOOKS COMING. Ik Marvel's new work, 'My Farm of Edgewood', will be ready in a few days. It is published by C. Scribner, New York. S. W. Carleton announces 'Peculiar', a new and striking American novel, by Epes Sargent; 'Vincenzo, or Sunken Rocks'; 'The Life of Jesus', from the French of Renan; 'Louie's Last Term', by the author of Rutledge; 'Light on Shadowed Paths', by T. S. Arthur; 'Alice of Monmouth', by E. C. Stedman; and the second volume of 'Gurowski's Diary'. Geo. W. Childs has now ready 'Austed's Great Stone Book of Nature'. With illustrations. 8vo. Pp. 309. \$1.25. Sheldon & Co. have just published 'Broken Columns', a novel of great power, said to be by Rev. Mr. Dixon, of Chicago; and 'Hard Times'. Two volumes of the beautiful Household Edition of Dickens. J. E. Tilton & Co., Boston, have just issued a new and improved edition of 'Art Recreations', giving instructions in all the various kinds of fancy painting, drawing, leather-work, etc. Bridgman & Childs, Northampton, Massachusetts, have a new book by Dr. Hitchcock: 'Reminiscences of Amherst College, Historical, Scientific, and Biographical, with other and wider life experiences'. B.

RECENT AMERICAN PUBLICATIONS RECEIVED BY THE EDITORS OF THE ILLINOIS TEACHER. Gala-Days and other Papers. By Gail Hamilton. Boston: Ticknor & Fields. Chicago: S. C. Griggs & Co. 1863. Pp. 436. \$1.50.

Light, a novel. By Helen Modét. New York: D. Appleton & Co. Pp. 339. \$1.25.

Weak Lungs, and How to make them Strong. A Treatise on Diseases of the Lungs, with their Home Treatment by the Movement Cure. By Dio Lewis, M. D. Boston: Ticknor & Fields. 1863. Pp. 360. \$1.25.

A Progressive English Grammar, illustrated with copious exercises in Analysis, Parsing, and Composition. By Allen H. Weld, A.M. Portland: O. L. Sanborn & Co. Science for the School and Family. Part I. Natural Philosophy. By Worthington Hooker, M.D. Illustrated by nearly 300 engravings. New York: Harper & Brothers. Chicago: S. C. Griggs & Co. 1863. Pp. 346. \$1.00.

Synthesis of the English Sentence, being an Elementary Grammar on the Synthetic Method. Enlarged and improved. By J. M. B. Sill, Superintendent of Public Schools at Detroit. Chicago: S. C. Griggs & Co.

Elements of Algebra. Containing Higher Arithmetic. Designed for Schools, Academies, and Colleges. By Joseph H. Palmer, A.M. New York: Charles Scribner. Pp. 252 + 19. 12mo. \$1.00.

1. A Treatise on Arithmetic. Combining Analysis and Synthesis. Pp. 355.  
2. The Common-School Arithmetic. Combining Analysis and Synthesis. Pp. 312.

3. Easy Lessons in Mental Arithmetic, upon the Inductive Method; adapted to the best mode of instruction in Primary Schools. Pp. 96. By James S. Eaton, M.A. Boston: Taggard & Thompson. M. Judson Vincent, Agent, Monroe, Michigan.

From Fowler & Wells, 308 Broadway, New York:

*The Illustrated Family Gymnasium*; containing the most important methods of applying gymnastic, calisthenic, kinesipathic and vocal exercises to the development of the bodily organs, the invigoration of their functions, the preservation of health, and the cure of diseases and deformities. With numerous illustrations. By R. T. Trall, M.D. 1863. 12mo. Pp. 216. \$1.25.

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# ILLINOIS TEACHER.

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## RECOLLECTIONS OF A SCHOOLMASTER.

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It was many years ago that I commenced keeping school. I had graduated at an academy of some note, and was pretty well posted up in those branches of education which were introduced into our common schools; and when the committee came to examine me, I could see that they were very forcibly impressed by the ease with which I answered all their questions. In short, I knew about every thing that was set down in the books which I had studied, for I happened to possess one of those wonderfully retentive memories that fasten surely upon whatever comes once within their grasp. I imagined, and so did the committee imagine, that I was eminently qualified for the post to which I aspired. But, as I look back now upon the events of those years, I can see wherein I greatly erred. I can see where I made great mistakes, and where I most woefully lacked in qualification; and I write this little chapter of Recollections for the benefit of those who may be just entering upon the duties of teacher.

When I commenced my first school (and the same ideas I had governed me for a long time afterward) I looked upon the children before me as so many little individuals whom I had got to fill with learning. They were, to my mind, so many human vessels, which had got to be filled up with the waters of education; and my only ideas of the capacity were of size and age. In my class of ten scholars, which was to recite from the mental arithmetic, and the members of which were nearly of the same age, I considered that each individual must hold just the same amount of mathematical food, and digest it equally with the rest. And thus I commenced my school. I knew what was written in the books, and I was to teach it to the children before me. I had learned it all, and I believed they could. At least, if they did not, I meant that it should be no fault of mine.

In my first class in arithmetic were two boys whom I have selected to figure in this sketch. I take them because their subsequent career affords a striking example of the facts I wish to present. I shall not give you their real names, for they are both living, and are worthy, honorable men. I shall tell you that they were Luke Watson and James Shute. Luke was rather heavily built, with a large, full head; a florid, chubby face; a dark, bluish-gray eye; dark brown hair; and inclined to be slow and dreamy when called upon to work with his mind. He could work fast enough out of doors, when the play-hours came, and when the free air and vigorous exercise sent the copious blood bounding through the veins; but in the school-room, over his books, he was quite another character.

James Shute, on the other hand, was light of frame, with a small compact head; hair of flaxen hue; light blue eyes; and possessing an organization highly nervous and sensitive. He cared but little for the rough sports out of doors, seeming rather to prefer his books, and to perfect himself in his lessons. I did not make any account of these physical peculiarities at the time, for I thought nothing of them, and cared nothing for them; but I remember them well enough now.

Luke and James were in the same classes, in all the branches which they studied together, and the few months of difference in their ages were in favor of the former, he being a little the older. In a very short time I discovered that Luke Watson did not learn his lessons well. He blundered in his arithmetic, and stumbled lamely over his spelling-lessons. As I look back I can remember that he used to betray a deep interest in some portions of philosophy; and that, when the subject interested him, he read with a feeling not excelled by any scholar in the school. But I cared little for this at the time. I looked upon the blackboard as the grand field for scholastic display; the spelling-book came next; and next came Lindley Murray's old calf-bound grammar, with its intricate maze of orthography, etymology, syntax, and prosody. These were my educational deities, before which every intellect must bow, and from the inspiration of which every intellect must be filled.

James Shute became my favorite scholar. He worked over his slate with an assiduity which was untiring, and I felt a pride in exhibiting his powers to my visitors. Upon the blackboard he could perform wonders for one so young. In reduction, in fractions—simple and compound,—in involution, in factors, and in the roots, he was perfectly at home. So, too, in spelling was he prompt and sure. And in grammar he was excellent. He some times made mistakes in



analyzing sentences, where the meaning of the author was not plain; but he remembered his rules, and knew how to apply them.

With Luke Watson I was sorely perplexed. He did not get his lessons well at all. When he came to compound fractions he could do nothing with them. Left to himself, with his own time and method, he could worry the sums out; but he was behind-hand in his recitations, and always blundered upon the blackboard. In grammar he was also amiss, though not so bad as in arithmetic. When he came to parsing he got along much better than I could have anticipated, since he had been so clumsy in committing the rules and exercises of Lindley Murray to memory. In analyzing language, and comprehending the powers of words, and in understanding his author, he betrayed a keenness of perception for which I did not then give him credit. I remember once the class was parsing a passage from Milton. A relative pronoun came to Luke, and he parsed it. I corrected him in the matter of its relation. I told him it related to a different person from the one he had named. He read the sentence over again and objected to my idea, maintaining that he was right; and he was proceeding to show me wherein I was in error, when I interrupted him, and made him stand out on the floor an hour for his disobedience to my instruction. That night, when alone in my room, I read the passage over, and at length became convinced that Luke had been right. But I would not own it to him. No, no,—that would have lowered me in my own esteem. Yet I resolved to be more careful in future how I corrected him in his parsing-lessons. However, he was, in my estimation, full of shortcomings. With his general behavior I had no reason to find fault, for he was a noble, generous-hearted fellow, and was beloved by his friends.

“Luke,” said I, as I stopped him one night after school, “why is it that you do not get your lessons?”

He said he did n’t know.

“Do n’t tell me,” I cried, “that you do n’t know. You do n’t study—that’s the reason. See how James Shute gets his lessons. You are older than he is.”

Luke said that he could not get such long lessons—he could not remember them. He had tried hard enough to do the puzzling sums, and to spell the long words, but he could not do it.

I told him it was all nonsense. He could do it if he had a mind to. He did not try. He was more fond of play than of study. In short, I talked very severely to him, and assured him that if he did not have his lessons perfectly on the following day I should punish him. He went away with his head bowed, and, I thought, in a sulky

mood. The following day came, and with it came the first class in arithmetic. James Shute could do every sum. Luke Watson had not done half of them. When the class came up to spell, James spelled all the words, and gave all the definitions promptly. But Luke could not remember them.

So I told Luke Watson I must punish him; and I stood him out on the floor, and made a great fool's-cap and put it upon his head; and there he stood until the school was done. He did not cry, nor did he look particularly ashamed; but he compressed his lips, and looked very ugly. At all events, so I thought at the time. When I relieved him of the fool's-cap, at the close of the school, I told him I hoped he would get his lessons better next time. He made me no reply, but left the room with a quick, stern step, and went home without stopping to play with his mates.

On the following day Luke did not come to school, and on the day after that I understood that he had gone to learn the shoemaker's trade. I made some little inquiry, and found that he had declared that he would go to school to me no more, if he had to run away; and as his parents were poor, they allowed him to go to work in a neighbor's shop.

In time I finished my school, and James Shute bore off the palm of scholarship. Upon him I bestowed the highest encomiums, and held him up to the admiration of visitors.

During the vacation I visited a neighboring state and found employment there. Then I went South, and finally became engaged as teacher of mathematics in a school in New Orleans. The years slipped by, and still I remained in my new home. One day I received a paper from my native state, and I saw mention made of one Luke Watson, as being leader of a strong faction in the Legislature. Of course that could not be my Luke—it could not be the one on whom I had put the fool's-cap. No,—it must be another of the same name.

Time passed on, and by-and-by I read in the papers that Luke Watson had been elected President of the Senate of my native state, and that he was now a powerful leader of a powerful party. Of course, this was the same Luke of whom I had before read; but it could not be the same Luke who had worn my fool's-cap. Of course not.

And still time passed on, and I finally read that Luke Watson had been elected to the Senate of the United States; and that he was greatly honored by all who knew him.

In another year I visited the home of my youth; and one of my first inquiries was for Luke Watson. He was a United-States Senator. So it was Luke after all.

And where was James Shute? He was book-keeper in a bank, and

was accounted a very correct and faithful clerk. He had been there twelve years, and would probably remain there, as he liked the place, and had no particular ambition or qualifications above it.

And now, with the silver touch of many years upon my brow, I sit alone in my study, and reflect on the past. I see many, many children, who have been under my charge, now grown to be men and women; and I see many of those I thought to be excessively stupid occupying places of honor and trust, while many I had thought wonderful in learning are plodding along in the ordinary pursuits of life, the lessons of the old school-books all forgotten, and the one idea of food and clothing occupying their whole attention.

And I think, if I could teach school again, how different would be my course; for, from my review of the years that are gone, I have learned some things of which I was ignorant when I first assumed the rod and staff of the pedagogue.

Different children have different capacities. Many a quick-witted, sharp-minded boy has borne away the prize of scholarship who has not studied half so hard as has the poor fellow who goes weeping to his home because he gained no medal. All minds do not grow alike. Some intellects are precocious, and germinate and go to seed very early. Such ones are apt to be the delight of the pedagogue. And yet, as I call to mind those of like character that have come under my care, I find that they have not been very prolific bearers of mental fruit. Other intellects are slower in growth. They generally belong to bodies that are growing fast and strong. Such intellects do not grasp easily at mathematical niceties in early youth. They comprehend slowly at first, but surely, and are firm and uncompromising, and are apt to be rather sceptical upon subjects which oppose their intuitions. Such are sure to meet with little charity at the hands of the pedagogue; and yet, as I call to mind those of this latter character which have come within my care, I find them to have grown stronger as they have grown older, and to have been prolific bearers of noble fruit. From this source we derive our original minds, and also most of our intellectual giants.

Teachers, seek to understand the CAPACITIES of your scholars before you begin to force the mental food upon them. If you seek to feed them with learning as you would fill barrels with water, you may make some great mistakes. Ten chances to one that you may put the fool's-cap on the broad brow of a Daniel Webster—that you give the position of a dunce to a Christopher Columbus—while you may set another Bill Shakspeare over among the girls because he looked that way when he ought to have been studying.

Exchange.

T A R D I N E S S .  

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TARDINESS, with its twin-sister, entire absence, is the crying evil of the town school. In the country, where the old-fashioned rule of Dr. Franklin,

“Early to bed and early to rise  
Makes one healthy, wealthy, and wise,”

is still piously practiced, my experience has not met the same cause of complaint. Milton's ‘crested cock’ rouses the farmer; the busy matron soon spreads the board luscious with coffee, sausage, and mush; the youngsters set about their chores, and arrive at the groves of the academy half an hour before school; for Elisha is anxious to enjoy a game with his fellows, and Lucy a *tête-à-tête* with her bosom friend. In the larger villages and cities the school-house is not, as in the farming districts, the great centre of attraction, the forum of youthful sport and gossip. The streets offer divers objects of diversion, and a fascinating circle of associates not scientifically inclined; and the school-going urchin of clownish propensities seeks to be at his seat just in time if possible to avoid the penalty.

For the majority of the cases of tardiness there is no satisfactory apology. This I affirm without hesitation. Families that foster this evil in their hopefuls are culpable in two respects which are certainly susceptible of remedy: in ignoring the delights of the early morning air, and thus bringing breakfast into dangerous proximity with nine o'clock; in being forgetful, and sending George and Mary on errands in the morning that might as well have been done the evening previous.

These delinquent parents, however, like Radway, are prepared with a ‘ready relief’. If Michael's mission to the butcher-shop, or Betsy's visit to the milliner, encroach on the morning hour of school, the margin of a newspaper, a lead pencil, and a sympathetic maternal hand, soon indite

Mr. Wiggins: pleas excuse ike and obblige      Missis partington.

This little item of educational diplomacy is confidently relied upon to repress the master's rising dissatisfaction — albeit a contempt of the old orthography detracts slightly from the authority of the document. Instances have been known where scholars of advanced culture and roguery have reciprocated written excuses, and thus taken an initiatory step in the delicate art of forgery.

I have lately adopted the simple expedient of keeping pupils as long after school as they are late in the morning or afternoon, — provided



their lateness does not exceed half an hour, as it would then become a painful detention to the teacher. So far the plan has worked admirably. Written excuses, be it understood, furnish no escape from this imprisonment, the bearers of these very ambiguous missives receiving like incarceration with their brethren who have less literary guardians. Their restiveness is really amusing. Anxious glances follow the clock until its minute-hand indicates the expiration of their term. Unhappy faces and exclamations betray impatience at the confinement. "Is n't my time almost up?" "It's too bad to keep me for being late just five minutes." "May n't I go now?"

The loss of a few moments each day soon reaches an aggregate that seems incredible. By some loiterers, in this manner, a whole week is squandered in every term.

DIXON, October.

W. W. D.

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## G O O D   R E A D I N G .

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GOOD READING consists in the enunciation of the words of an author in such a manner as will convey to the mind of the hearer an easy and correct understanding of the thoughts of the author. The ability to read thus is a source of never-failing enjoyment to the possessor, and should be looked upon as one of the most desirable attainments. Yet the number of really good readers is very small, as compared with those whose reading is bad or but indifferently good. I think this is due in a great degree to the fact that the subject does not receive, from common school-teachers, that share of attention which its importance demands. It is true that the subject is required to be taught, and a portion of time is set apart to it, in all our schools; but I am impressed with the belief that if this time was properly improved the number of poor readers would rapidly diminish.

If the definition given above is a true one, to read well requires that the person reading should thoroughly comprehend what he reads, and as far as possible enter into the spirit of the author, making the thoughts expressed his own. Our pupils will make but little progress, and never arrive at the desired point of excellence, unless we can make them understand in what good reading consists and appreciate its beauties. If a spirit of pleasant criticism be aroused in a class, the remainder of our labor with that class will be comparatively light.

A common error seems to lie in supposing that there is profit in the quantity read rather than in the manner in which it is read. Better read a little carefully than a good deal in a heedless and improper manner. Each repetition of a bad habit renders it more fixed, and proportionably difficult of correction. The reading-exercise may be rendered both interesting and profitable by a series of questions on the lesson; making every word and expression understood by all of the class. Every person may become a good reader. Some may have defects of voice or ear which at first might seem insurmountable; but even these may be remedied by attention and care. J. H. N.

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#### THE PUBLIC AND THE PRESS.

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THE Newspaper Press, which began to be a power within the recollection of many yet living, has become the mightiest instrument for the propagation of ideas, the moulding of opinion, that the world has yet known. It already supplies to a majority of our countrymen the better part of their education, with almost all they know of current events—of History, Politics, and Legislation. At its bidding parties rise and fall, presidents are made and unmade, institutions are brought to judgment, and hoary abuses totter to their fall. And, mighty as is its present influence, it is still rapidly expanding and increasing. There were nearly as many dailies issued in the United States in 1863 as there were weeklies half a century ago, while as many persons are now regular readers of a newspaper, if not more than one, as could read at all in the first two decades of this century. And every year adds not merely to the number but to the proportion of those who are regularly informed, however imperfectly, of the progress of events through the medium of a newspaper of the day. Religion vies with patriotism in seeking the aid of this mighty engine; the pulpit, the bar, the bench, as well as the forum, the department, and the stump, are glad to secure a larger auditory, a wider influence, through the medium of the press.

That the responsibility resting on editors and writers for the press has been immensely increased by the comparatively enormous issues of our day, has already been sufficiently insisted on. The journal even of the last century was a naked and meagre synopsis of the latest battles, sieges, murders, fires, and 'shocking accidents'—boiler explo-

sions and railway collisions not yet inclusive. Editorial comments were rare, brief, and insipid, even in the best of them. A 'leader' of the modern stamp would have startled the London or Paris of a century since like an earthquake. The gazette of that day sought only to inform; its living successor aims to enlighten, to instruct, and amend. The reader of to-day buys for a dollar an amount of information for which his great-grandfather must have paid twenty, while the ability, learning and good taste now embodied and evinced in the conduct of a great journal are such as that respected ancestor and his contemporaries could not have commanded at all. That he who dips his pen to write that which a million persons will read with interest and favorable prepossession should consider well what he says, is a truth so plain and trite that it needs not to be established or enforced, but only to be brought freshly to remembrance.

But the responsibility of the reading public for the character of the journals it sustains and favors—has *that* been duly considered or insisted on? If sheets of a vile, licentious, corrupting, debasing tendency are supported and rendered profitable by the patronage of people who would fain pass for decent and virtuous, what shall we think of *them*? What shall we think of their morality? How reconcile their acts with their professions?

There are many subjects whereon human opinions have always differed, and will doubtless long continue honestly to differ. Good men have cherished bad doctrines, while bad men have 'held the truth in unrighteousness'; and what has been will be. But while no two saints or sages have precisely similar conceptions as to the nature and manifestations of virtue, no true man ever doubted its existence. And that public instructor who habitually sneers at virtue as an illusion, or a pretense, is a poisoner of public morals, and should as such be shunned and reprobated.

There is a flippant and fashionable mode of journalism whereof the drift is as follows: "All men are libertines, only awaiting opportunity; all women are lewd in thought if not in act; piety is a still-hunt for place and pelf; the banker and the gambler use different dice, but play for identical stakes; the merchant cheats in cloth; the grocer in weight and by adulteration; the counterfeiter by false coin and spurious notes—but all alike are rogues in grain, only some are crafty, sly, and respectable, while others are bold, reckless, and reprobate; but the difference is wholly superficial." Such teaching is directly and powerfully calculated to corrupt and deprave its pupils; and, though it is currently said that no body puts any faith in the daily inculcations of those who thus write, it is certain that continual dropping

will wear away the firmest rock, and that men are influenced by teachings which they profess and ought to despise. If they regarded such inculcations as they ought, would they habitually read them?

That newspaper personalities are grossly indecorous and impertinent, the public is well aware. Here is a journal which propounds some doctrine, maintains some theory, or advocates some policy, which is calculated to affect for good or evil the well-being of mankind. Now nothing can be more fit and laudable than the effort of another journal to detect and expose any error in the doctrine, flaw in the theory, or public peril in the policy, thus commended. If it be immoral, unjust, or pernicious, let that, by all means, be shown: if it be propped up by sophistry or direct falsehood, do not mince the matter, but proclaim the naked verity. But what concern have you or the public with the personality of the propounder or champion? Suppose him to have a wry neck, a squint eye, a bald head, a stammering tongue, a short leg, a limping gait, what has *that* to do with the merits of the case in hand? Are you not aware that any allusion to that circumstance reduces you at once to the level of a blackguard? Do you not realize that it is virtually a 'confession and avoidance', an admission that you have no solid ground to stand upon, and no belief in your own ability to maintain your position by direct, pertinent, manly argument?

The introduction of the *name* of an editor or contributor into a controversy is rarely justifiable. When he gives that name to the public in connection with his essay, saying in effect "This is *my* view of the matter—regard it and treat it accordingly,"—it may be proper to distinguish it as his, and discuss it as such. But your business is still with the doctrine, not the propounder; with the considerations by which it is sustained, not the individual by whom they are urged. Refute the logic, and the logician falls with it; but proving him otherwise a rogue, a fool, a cripple, a hunchback, does not set you ahead an inch; it rather tends to convict you of a fondness for low company and an adaptation to it.

If the reading public would but realize and accept its duty in the premises—if it would but consider the inevitable pestilent influence of a foul and scurrilous sheet on the minds of its habitual readers, especially of the young,—a great reform would soon be effected. A scoffing, vile, scurrilous journal has no right to exist; yet it *does* continue to exist through the partiality and indulgence of readers who laugh when they should frown, and extend an easy toleration to that which they should sternly reprobate. If indifferently good men would systematically refuse to take or buy indisputably bad newspapers, the



class would soon cease to exist. Require of your journals the proprieties, the courtesies, that you demand of your daily associates—admit no journal to your fireside which habitually indulges in language that you would not permit to be uttered in the presence of your family,—and the foul-mouthed press will soon be a deserted and defunct nuisance. So much you owe to the education of your children and the moral health, the social decorum, of the community. Pardon a casual lapse, but sternly repel and repress every attempt to win popularity by systematic recklessness of propriety and decency.

HORACE GREELEY, in *The Independent*.

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### 1863.

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FAREWELL, Old Year! thou brought'st us here  
 More joyousness than sorrow.  
 Thy darkest day has passed away  
 Before a bright to-morrow.  
 We bless thee for thy gladsome hours,  
 The brightness of thy first spring flowers,  
 Thy sun's declining splendor,  
 The glory of the golden gleams  
 Of sunlight on the silver streams,  
 And the emotions tender  
 Which thou within our hearts hast stirred  
 (Though passing by us all unheard)  
 By blessings thou hast brought us.  
 We may, some time in future years,  
 Bless thee that, with our bitter tears,  
 Some lesson thou hast taught us.  
 Farewell! thy footsteps lingering here  
 Soon joined those gone before thee:  
 We'll not forget thee, dying year!  
 'T were useless to deplore thee.

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VULGAR LANGUAGE—There is as much connection between words and thoughts as there is between thoughts and actions. A young man who allows himself to use one vulgar or profane word has not only shown that there is a foul spot upon his mind, but by the utterance of that word he extends that spot and inflames it, till, by indulgence, it will pollute and ruin the whole soul. Be careful of your words as well as your thoughts.

A N I N C I D E N T .

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DURING the excursion of the Eastern teachers to the recent 'Teachers' National Convention, at Chicago, on their passage through the Great Lakes, an incident occurred, participated in by the party on board the steamer 'Antelope', which will long be remembered as illustrating the exalted sphere of the true teacher.

While sailing on the beautiful lake Michigan, stopping at the island of Manitou for wood, the obliging captain, ever ready to add to our enjoyment, informed us there were an abundance of raspberries. All were at once on the move, with every conceivable dish in hand to gather the delicious fruit. But the berry-ramble was soon absorbed in the more important incident which I will relate.

In a large opening, and without the luxury of a single tree, shrub, or flower, except the long wild grass, stood, as it were upon skids, an apology for a building, which to the cultivated eye had the appearance of those rude 'shanties' seen on many of our Eastern railroads while in process of structure, or affording temporary shelter for the beasts of the field.

Built, or rather thrown together as it were, of the cheapest material, of hardly capacity for a dozen persons; an aperture on two sides of perhaps a foot-and-a-half square, serving the double capacity for light and ventilation, with one of larger dimensions at one end for admittance, though requiring humble obeisance of the adult guest, forms what was called a school-house.

In this were assembled sixteen human beings, varying in age to perhaps the same number in years; seated upon boards that had become smooth by use, humbly yet neatly attired, and in their midst a mild, modest, unpretending, yet dignified and courteous female, intent upon nothing but imparting the seeds of learning to as ready minds desirous of receiving the same.

This true Educator, being on a visit to the island, had collected a few children, representing several different nations, and commenced her missionary labors among them some four years ago, and has thus been engaged since, though not constantly; for it should be borne in mind that the remote settlement of the islanders favors a school only in the summer season. For the first two years she received no compensation, and but a mere nominal one since.

In view of these facts, such an impression was made upon the minds of all that, when on board the boat again, the party were called together

and organized by choosing J. W. Bulkley, Superintendent of the Public Schools of Brooklyn, New York, Chairman, and Alvin C. Robbins, of Providence, Rhode Island, Secretary.

Mr. Bulkley, in a brief yet enthusiastic speech, stated the object of the gathering, whereupon, at the suggestion of several teachers, not from poverty or want, but from a desire to honor, in her self-denying labor, the unanimous feeling was that a committee be chosen to collect a sufficient sum of money to purchase and present her a good American watch. The committee chosen for that purpose soon reported the sum collected to be fifty-three dollars and fifteen cents, which was subsequently raised to sixty-five dollars. A committee of purchase and presentation was then appointed, consisting of Messrs. J. W. Bulkley, of Brooklyn, New York; A. J. Phipps, of New Bedford, Massachusetts; E. F. Strong, of Bridgeport, Connecticut; Mrs. T. D. Adams, of Newton, Massachusetts; and Miss R. Howard, of Boston, Massachusetts. Said committee were also authorized to receive and publish any and all correspondence that may grow out of said presentation, and present the same to the several state educational journals for publication.

A lady's beautiful American gold watch was purchased, appropriately engraved, and on the return-trip of the party presented, in a very neat and timely address, by A. J. Phipps, of New Bedford, Massachusetts, Mr. Bulkley not being able to accompany the party. It was quite a surprise, and accepted in a brief speech, with the same modest and courteous demeanor that marked her character, and won the respect of all, as at the first visit to her.

Ye young ladies and gentlemen who are just entering upon the great work of teaching, and, after the toil of days and perhaps weeks in our beautiful New-England school-houses, repining upon your calling as one conducive of no good to the immortal minds intrusted to your charge, take courage by calling to mind this little incident on the isolated island of Manitou, and remember your colaborer, ANGELICA M. BUSS.

A. C. ROBBINS, in the Rhode-Island Schoolmaster.

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The following is the account of the incident given by President Thomas Hill, of Harvard, who was one of the party on the Antelope. It forms the introductory portion of his lecture delivered before the National Association :

"As I was journeying toward this city to partake in the pleasures of this gathering, I saw upon an island, in the northeastern part of yonder brineless ocean, a little collection of five or six houses, and among them one hut that attracted the attention of all our party. It was so low that, although the door nearly reached the eaves, a tall man might be forced to stoop to enter; it was so poor that neither glass nor sash was in its casements. Yet it was a palace wherein a queen was reigning, and was rearing kings. It was a school-house, built through the missionary zeal of a noble girl, who, after procuring its erection and getting in it all the children of the island, gave two years' service to this school of less than a score of children gratuitously, and now two other years' with a pay that is merely nominal. As I heard the story of her generous labors, undertaken with no thought that they should be known and appreciated beyond the narrow confines of that lonely island, I felt a new sense of the dignity and grandeur of our profession as teachers, and in my heart thanked God that he had called me to such a goodly fellowship, embracing thousands of these humble but glorious laborers, one in purpose and devotion with the teacher of North-Manitou Island."

Below we give the correspondence between Mr. Bulkley and Miss Buss:

LETTER OF PRESENTATION.

CHICAGO, AUGUST, 13, 1863.

MISS ANGELICA M. BUSS,—

*Respected Lady:* On the 3d instant a company of gentlemen and ladies, on their way to the annual of the National Teachers' Association, recently held in this city, touched at the North-Manitou Island.

During the brief stay of the party, it was the pleasure of some to make your acquaintance and learn of your work of faith and labor of love among the children of the island.

What we saw and heard deeply impressed us with respect and love for the character of one who, under great embarrassment and self-sacrifice, had isolated herself from loved friends and associations, and devoted the best powers of her mind to the instruction, mental culture and educational training of the young.

Prompted by a desire to honor you for your devotion to a noble work, and to show our interest in the cause of popular education, the party, with great cheerfulness and unanimity, raised a sum of money with which to purchase an American gold watch, to present to you, as a token of high regard and respect they have for you and the cause in which you are successfully laboring.

Be pleased to accept this testimonial of our esteem, with assurance of sympathy, love, and prayer, for you and your pupils.

With great respect, we are most truly yours,

J. W. BULKLEY Chairman of the Committee.



## REPLY TO THE LETTER.

NORTH MANITOU ISLAND, AUGUST 25, 1863.

MR. J. W. BULKLEY,—

*Kind Sir:* I was very much surprised on the 15th instant by receiving from you a letter expressing kind feeling toward me; also a more substantial token of esteem—a Gold Watch—the gift of a party of gentlemen and ladies who visited my school.

The magnitude of the gift and the kind expressions contained in your communication have almost made me dumb until the present moment; but I must try and make some acknowledgment for your kindness. And first, permit me to say, you greatly overestimate my self-sacrifice, for it is indeed a great pleasure for me to instruct the young, and see them improve, mentally, morally, and physically; and what gives me so much satisfaction can not be considered a great hardship.

However, I am greatly pleased to receive your gift, as it is an evidence of your interest in popular instruction and education, the means by which our liberties must be perpetuated. I shall ever keep it by me, and when I look at it shall think of the donors, the occasion of the gift, and the sympathy and generous feelings which prompted you and your associates to such liberality.

I shall be most grateful if I can still have your sympathy and advice; and very glad to hear from you, from time to time, in relation to the cause of popular education, a subject in which we all feel so deep an interest.

Very respectfully yours,

ANGELICA M. BUSS.

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“ N O C H A N G E . ”

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I'M standing by the little school,  
 Where I stood five long years ago:  
 Five years—ay more, for then the snow  
 Lay gleaming on the light of yule.  
 The gray old church across the way  
 Had sunset fires upon its panes;  
 The parsonage, so dark to-day,  
 Was garlanded with holly-chains.

Ah! let me see, in this old room  
 That night there was a 'fancy fair':  
 Gay lights had eaten up the gloom  
 That lived in cobwebbed corners there;  
 Gay stalls were planted on each side,  
 Loaded with many curious things,  
 And Charity, the gentle-eyed,  
 Of course looked on with outspread wings!

I know that many a goddess seemed,  
 That night, behind the stalls to stand;

I know that while I looked, I dreamed  
It was the old, old fairy-land !  
Though certainly it did seem strange  
That goddesses should come to earth  
To sell small caps for twice their worth,  
And, when you paid them, give no change.

I think the object of the thing  
Was the extension of a wall,  
Or building on the school a wing,  
To shelter and to *form* the small.  
I know, whate'er it was, 't was good,  
And when a sweet young curate came  
And led me on to where there stood  
A lady whom I dare not name,

And tempted me, young curate-wise,  
To buy a dress — a little one ;  
I turned and only saw her eyes —  
She gave no 'change' — I wanted none !  
O curate with the sunny hair,  
And looks so wickedly demure,  
You could not guess what form should wear  
That little garment, I am sure.

Was it her palm's electric touch  
That thrilled me as I gave the gold,  
So soft and velvety — as such  
Young palms are ever ? Was I bold  
To glide behind the little stall,  
And help to sell her dainty wares ?  
'Without reserve' we sold them all ;  
The 'sacrifice', of course, in shares.

And when they brought a cup of tea,  
'T was *her* refreshment, and 't was *mine* —  
I took the cup, the saucer she :  
'T was Congou (bad), it seemed like wine.  
O dream of other days (ah ! when  
Shall we not dream ?) — there stands a crowd  
Of babbling imps where she stood then,  
And cobwebs half the window shroud.

I've said the 'cause' I can not tell  
For which those pretty things were made,  
For which white fingers worked so well  
In mysteries of beads and braid.  
I know it *did not fail* — the tall  
Young curate said so. I, for one,  
Gained, at that dear old corner stall,  
Love without change — I wanted none !

D U L L   S C H O L A R S .

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MR. EDITOR: In the course of my observations and experience, both as teacher and scholar, I have found a problem so hard to solve that I bring it to the *Teacher* for assistance. I know some teachers do not allow this: they tell us to work out the problems for ourselves and thus learn self-reliance. But, my dear *Teacher*, I have worked at this one so long that I fear I am losing time, and perhaps sacrificing too many victims in my experimental pursuit of knowledge. The question is, what to do with the dull scholars. It may be that I am peculiarly unfortunate in my experience, but I find a large majority of scholars that, if not dull, are decidedly slow. The lessons are always 'too long' and 'too hard' for them: they 'can n't learn them, and it's no use to try'. Solutions and demonstrations in the book, or in book language, do not convey an idea to their minds. By working with all the energy of lungs and brain that you possess (the former weak perhaps, and perhaps the latter), you succeed in simplifying to the level of their comprehension. They understand, and you rejoice. They know what you have told them; but don't expect them to tell it to you again: their powers in the arrangement and expression of ideas are so very limited that it is impossible,—or at least they say so. In a few days you institute a search after the idea that you took so much pains to graft into their minds, and find that, instead of 'shooting', it has collapsed and died. Do you say "Of course—scholars always forget what is told them; but what they find out for themselves they remember"? But they never would have found it out for themselves. Self-reliance with them is a broken reed. They seem to have no resources. Their memories too are sluggish. You incite in them a desire for knowledge, or perhaps only a spirit of emulation, and they study hard to appear as well as the rest of the class. But with them the 'tablets of memory' are—adamant perhaps (and if so the lucky possessors may expect to retain their hard earnings), and perhaps India-rubber. Some teachers ignore the existence of such scholars. There are two, three, or perhaps more, bright ones in the class, who learn the lessons, recite, and are a delight to the teacher's heart, provided the dull ones do not weigh too heavily on his conscience. I was once a member of a class of about twenty where only two could recite. I remonstrated with the teacher for giving us so long lessons; but she replied that those dull ones would never learn, no matter how short the lessons. Other teachers give the majority the preference. The bright

scholars lose interest; the dull ones advance almost imperceptibly, and perhaps not at all; and the teacher gets the reputation, and perhaps has the consciousness, of being very slow. At all events, those backward scholars have been dragged after the others so long, by other teachers, learning nothing thoroughly, that there is no foundation to build upon, and any structure that may be attempted is as sure to come down as a cob-house. More than this: I think I see a great many grown-up children who have been dull scholars at school. Some of them are worthy people — industrious, social, and kind-hearted, — but they never see any good in improvements (especially expensive ones) till they can't help it. They are the people who vote down the new school-houses, and refuse to be taxed for maps, globes, charts, and a salary for Duzenbury. Verily, the teachers and some others who have been smart scholars have reason to remember them in the old days at school. Are we to infer from this that three-fourths or more of mankind are born dunces and must live and die so? Are they to be dragged as worse than dead weights in the march of civilization? Or, since schools have been established for the education of idiots even, can not something be done for the dunces? But to ask a practical question, What shall we do with them in our country schools? In large graded schools they do not so much retard the progress of those of quicker intellect, — there is always a place for them there; but in a small district, where so many grades must meet in one class, one or the other must suffer, and which shall it be? Is it not better that those to whom self-education is, not to say not so impossible, for that in some degree may not be impossible to any one, but to whom it is not so improbable, should receive the least attention? The quick intellects, if supplied with a few rudiments, which can be used as a key to further acquisition, may go on and be benefited by the struggle; and may it not be that the dullards, if given a like impetus by sufficient care and patience on the part of the teacher, would from their very inertia, when once overcome, receive in some cases even greater momentum for future progress?

M. S. H.

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#### COMPOSITION - WRITING.

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WE believe the experience of teachers generally will bear us out in the assertion that there is no school-duty so distasteful to both pupils and teacher as composition-writing.

During several years' experience, we have enjoyed the satisfaction of



feeling that in the other branches of study of our common schools we have had some evidence of success, but in composition, whatever success was attained we never felt could be attributed to us, further than that we required the weekly effort. It is true, we tried every method the experience of others could suggest, or our own ingenuity devise; still we failed to excite that enthusiasm in the pupils without which any study is necessarily dull. Our pupils wrote letters as compositions; we read stories, biographies, descriptions, etc., to them, requiring them to reproduce the piece in their own language; we had them reproduce the Bible stories, as of Moses, Joseph, or Samuel; some times they all wrote on the same subject, some times each took a different subject; those of our pupils who were studying Latin wrote translations. But these, as well as many other methods, failed to give us results at all commensurate with the labor expended by teacher and pupils.

While in despair of ever being successful in this department of education, a method suggested itself which, although it may not be new to some, was original to us. This was the writing of paraphrases of poetry or prose. In order to inaugurate this exercise, we write upon the blackboard the first verse of *Gray's Elegy*. We then give a complete analysis of the verse, bringing out and commenting upon every idea contained in it; conversing upon it until it is thoroughly comprehended. The pupils are then required to paraphrase the verse, by giving the same ideas in prose, but using none of the words employed in the piece to be paraphrased, except when absolutely necessary. At first there will be observed on the part of a few a tendency merely to change the words of the piece for their synonyms. This can be checked by drawing their attention to the efforts of those who better comprehend the design of the exercise, which is to make the author's ideas their own by studying the piece, and then, in as brief or extended a manner as they may choose, give them in their own words.

We give some examples of the first efforts of several pupils in this exercise. The subject was the first verse of *Gray's Elegy*:

1. The evening bell rings. The bellowing cattle wind zigzag along the meadow. The man that has been gone all day plowing comes jogging along home. Darkness covers the face of the earth, and leaves me alone with my thoughts.

2. Just as the curtain of darkness begins to fall upon the earth, the curfew is heard, as if ringing a funeral dirge for the day that is just departing. The lowing cattle are seen winding their slow and weary way over the meadow. The tired farmer, returning from his day's labor in the field, moves with a slow, heavy step, and at length reaches his home. Stillness now reigns over the world, and I am left alone in the darkness which covers the earth.

3. 'T is twilight, and the garb of night is fast enshrouding the azure sky, while the clear notes of the curfew bell are borne upon my ear by the passing breezes which come from yonder village; also now and then is heard the tinkling of the bells of the lowing herd as they leisurely proceed homeward over the broad and green prairie. The workman is seen with tools in hand, winding his way homeward with languid countenance and slow footstep, fatigued and faint with his day's labor. All nature has gone to rest.

4. It is the evening hour: now *all*, weary with the toils of day, find rest and sweet repose in releasing themselves for a time from the cares of the busy world. With solemn measured chimes the curfew may be heard ringing out the knell of dying day. Far o'er the meadow, each following in the footsteps of the other, the lowing herd may be seen winding leisurely along their way. The tired husbandman, too, may be seen, who, having completed his daily tasks, is now pursuing with weary steps his course homeward, dreaming, perchance, of the loving hearts anxiously awaiting his arrival, whose happy welcome and cheering smiles will cause his heart to leap for joy, and send forth a prayer of thanksgiving for the return of the sweet hour of evening, that hour of family réunion. The scene is changed: the chiming of the curfew is no longer heard; the lowing herd have vanished in the distance from my sight; the plowman has already heard his 'welcome home', and *I* alone am left enshrouded in the gloom of night.

Although we have used *Gray's Elegy* as an illustration, we think a much better selection might be made to inaugurate this exercise. We will briefly state what we conceive to be the advantages of this method of composition. The pupil is compelled to study critically what he paraphrases, and thus a large amount of close and accurate rhetorical study of the best writers of prose and poetry can be accomplished. In order to make this study valuable, the teacher should assign the task, selecting only such pieces as are worthy of being models for composition. The range of subjects is almost unlimited; for whatever the pupil can read he can paraphrase. The dictionary is in constant requisition; the pupil can no longer read carelessly, passing over words he does not comprehend, for he must understand perfectly what he reads before he can reproduce it. The standard excuse for a short and imperfect composition, 'I wrote all I could think of', which is so hard for the teacher to refute, will never be given in this exercise; for when the piece to be paraphrased is assigned, the pupil regards it as a *lesson* to be learned, and acts accordingly.

It may be said that this method of composition does nothing to call forth originality. With originality in school compositions we are almost entirely unacquainted. In seven years' experience, out of the thousands of compositions that have been read to us, we are very much mistaken if there have been *one hundred* ideas which even the writers themselves imagined were original. Writing compositions on the hackneyed subjects to which pupils in our schools must be necessarily limited debars all originality. Youths from twelve to twenty years of age have not the resources from which to draw a composition every

week or fortnight: it is unreasonable to expect it. How many of us teachers could perform such a task? Unless learning destroys originality, which, although it has been asserted, we never expect to see proved, we think that requiring of our pupils an intelligent and accurate study of our classical writers will do more in a short time to make good thinkers and writers than years of composition-writing, where the best models with which the pupil is acquainted he finds in the efforts of his fellow pupils.

We would not be understood as claiming this as the only good method of teaching composition, or even the best. It is the method by which we have achieved the greatest success. A.

# M A T H E M A T I C A L .

SOLUTIONS.—58. Let  $a=500$ ,  $a'=600$ ,  $R=1.06$ ,  $R_1=1.1$ .  $n$  = number of payments, and  $p$  = the sum for which each note was given. Then, because  $R$  multiplied by any principal gives the amount of that principal for one year, and since from the amount of any debt for one year the amount of the payment being taken away there remains the next year's debt, etc.; therefore, by making these subtractions we obtain the several years' debts. Hence, after 1 year there is due on A's note  $pR-a$ ; after 2 years,  $pR^2-aR-a$ ; after 3 years,  $pR^3-aR^2-aR-a$ ; after 4 years,  $pR^4-aR^3-aR^2-aR-a$ ; after  $n$  years,  $pR^n-aR^{n-1}-aR^{n-2}-aR^{n-3}-\dots-aR-a$ . Or,  $pR^n-a(1+R+R^2+R^3+R^4+\dots+R^{n-1})$  = the debt at the end of the  $n^{\text{th}}$  year; but the sum of the geometric series within the parenthesis =  $\frac{R^n-1}{R-1}$

and as the note is to be canceled at the expiration of  $n$  years,  $pR^n - \left(\frac{R^n-1}{R-1}\right)a=0$ ; or,  $pR^n = \left(\frac{R^n-1}{R-1}\right)a$ ;  $\therefore p = \frac{a(R^n-1)}{R^n(R-1)} \dots [1]$ .

Proceeding similarly with B's note, we find  $p = \frac{a'(R_1^n-1)}{R_1^n(R_1-1)} \dots [2]$ .

Equating the right members of [1] and [2], we have

$$\frac{a(R^n-1)}{R^n(R-1)} = \frac{a'(R_1^n-1)}{R_1^n(R_1-1)} \dots [3]$$

Solving [3] by the rule of *Double Position*, as taught by Perkins (*Higher Alg.* p. 325), or Ray (*Alg. Part II*, Art. 383), we soon find an *approximate* value of  $n=10.1053$ : thence  $p=\$3707.88$  nearly.

*Remark.*—Eq. [1] gives  $a = \frac{pR^n(R-1)}{R^n-1}$ : a formula that solves Problem 44 (April), and I think preferable to the one given in the solution of that problem. M. JAKOBOS.

63. If 20 feet is taken from one side, from two sides there will be taken off 40 feet; and if 20 feet is taken off from one end, from two ends there will be taken off 40 feet. When 40 feet is taken off from the ends, the length remaining will be 260 feet; and after 40 feet has been taken from the sides, the width remaining will be 160 feet. Multiplying 160 (the width) by 260 (the length), we have for the area of the reduced court 41600 feet. The area of the path on one side is  $300 \times 20 = 6000$  feet, and on the two sides  $6000 \times 2 = 12000$  feet. The area of the path on one end after the path has been made on the sides is  $160 \times 20 = 3200$  feet, and on the two ends it is  $3200 \times 2 = 6400$ . If the area of the path on the sides is 12000 feet and on the ends 6400 feet, on both sides and ends it will be  $12000 + 6400 = 18400$  feet.  $18400 : 40600$  (the area of the court)  $:: \frac{2}{5} : 1$ .

WILLIE EVANS, Brown School.

64. Let ABC be the triangular lot, and circle OD the perimeter of the garden tangent to each side of the lot. By the conditions,  $BC = 81$  yards; radius  $OD = 12$  yds.

Let  $AB = y$ , and  $AC = x$ . Area  $ABC = (x + y + 81) \frac{1}{2} \cdot 12 = 6x + 6y + 486$ . (*Dav. Leg. B. 4*, p. 32, s.)

Area  $ABC = \frac{1}{2}xy$ . (*Dav. Leg. B. 4*, p. 6.) Hence,  $\frac{1}{2}xy = 6x + 6y + 486 \dots [1]$ . But  $\sqrt{x^2 + y^2} = 81 \dots [2]$ . Squaring [2],  $x^2 + 2xy + y^2 = 6561 \dots [3]$ . Squaring [1],  $x^2 + 2xy + y^2 = \frac{x^2y^2}{144} - \frac{81xy}{6} + 6561 \dots [4]$ . Subtracting [3] from [4],  $xy = 2232 \dots [5]$

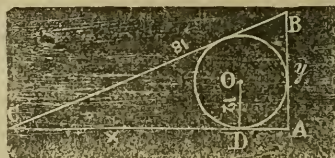
Combining [5] and [3],  $x + y = 105$ , and  $x - y = 45.7930$ : hence  $x = 75.3965 = AC$ ;  $y = 29.6035 = AB$ . Area  $ABC = \frac{1}{2}xy = 1116$  sq. yds.

F. H. K.

N. thus disposes of F. H. K.'s queries relative to his solution of Problem 54:

GRAMMAR AND ARITHMETIC.—In the September number of the *Teacher* F. H. K. proposes certain queries relative to the correctness of the phraseology used in my solution of Problem 54, which I will endeavor to answer briefly. To avoid occupying space unnecessarily, I refer the reader to p. 289, where the queries will be found.

[1.] "3 times 13 is 39." If the word *times* were the subject of the verb in this sentence I admit that the expression would be incor-





rect; but it is not. The sentence is elliptical, and if completed, retaining the word *times* and the substantive verb, would be in this or some equivalent form: "13 is a factor 3 times in 39." If any one thinks the sentence complete in the form in common use, let him attempt to analyze it, and he will find himself involved in an absurdity. But I prefer a different explanation: viz., that the ordinary form of expression used to indicate the result of the multiplication of two factors has been adopted, by common consent, simply to avoid the use of so many words as would be necessary to express with precise correctness the idea conceived in the mind. We say '3 times 13 is 39': we *think* (if we think at all) 'the result of the multiplication of 13 by 3 is 39', or, 'the number resulting from the multiplication of 13 by 3 is 39'. It will be seen that in these expressions, and in all others which convey with strict correctness the idea conceived in the mind when we say '3 times 13 is 39', the subject of the verb is in the singular number. Now it is a rule of the language, though one which F. H. K. will perhaps not be able to find in his text-book on grammar, that *Unity of conception requires a verb in the singular number*. Hence the expression '3 times 13 is 39' is correct,—Goold Brown to the contrary notwithstanding. (See *Gram. of Eng. Grammars*, pp. 587—590, Obs. 14—26 under Rule XV.)

[2.] " $\frac{3}{5}$  [of 65] is 3 times 13," etc. Under the rule above given the (implied) objection to this expression will also disappear. I spoke of a certain part (*not three distinct parts*) of 65 indicated by the fraction  $\frac{3}{5}$ . The idea in the mind being singular, the verb must be singular, else the language used will not correctly convey the thought of the writer: and to communicate thought is certainly the object of language.

[3.] Doubtless I might have used many more words and figures than I did use in the solution referred to; but I think it would be difficult to show that the solution would have been thereby rendered more 'rigidly correct'. The fewer words the better, provided there are enough to convey clearly the ideas intended.

[4.] To render a solution 'so explicit that the original example can be readily reconstructed from it' would often involve a great amount of repetition, and render the phraseology employed so awkward and cumbersome as to confuse and bewilder the mind. A solution should be clear and intelligible, and as concise as it is possible to make it and enable the reader, with the question before him or in his mind, to readily trace the steps as they are successively taken. This is my idea: others may think differently.

N.

PROBLEMS.—65. A hunter, standing on the right bank of a deep river, shot a bird from the top of a tree which was directly opposite to him on the left bank. Wishing to know at what distance he had killed the bird, he went to a point 12 rods down the stream. From this point he found that the line of direction to the foot of the tree made an angle of  $56^{\circ} 30'$  with the right bank, and that from the same point the angle of elevation of the top of the tree was  $25^{\circ} 30'$ . How many feet high was the tree? How many yards broad was the river? At a distance of how many rods was the bird? F. K. H.

66. Find three square numbers in arithmetical proportion, such that if its root be subtracted from each the remainders shall be squares. M. J. V.

67. On laying down a plat of ground with sods 2ft. 6in. long and 9 inches wide, it is found to require 75 sods to form one strip extending its whole length, and that a man can lay down  $1\frac{1}{4}$  strips each day. If it take 3 men 21 days to cover the plat, what is its surface? J.W.O.

SOMETHING REMARKABLE.—I can not let this year come to a close without mentioning some curious combinations which may be formed with the figures 1863 in regard to figure 9. Adding the first two figures together gives 9; the same sum is obtained by adding the last two figures. Putting the first two figures, 18, under 63, and adding these two posts together, gives 81, which two figures added give the sum 9; or which sum is the result of a multiplication of 9 by 9. Adding  $1+8+6+3$  gives 18, the two figures of which added together give 9. Subtracting 18 from 63 leaves 45, the figures of which sum added together amount to 9. Multiplying all the four figures together,  $1 \times 8 \times 6 \times 3$ , gives 144, and adding these figures yields the sum 9. Dividing 63 by 18, the quotient is 3, with 9 as the remainder. Dividing 1863 by 9, the quotient is 207; and  $2+0+7=9$ . Dividing 1863 by 3 gives 621 as quotient; and  $6+2+1=9$ . Dividing 1863 by 23 yields 81; and  $8+1=9$ . Dividing 1863 by 69 gives 27; and  $2+7=9$ . There are likely still more similar combinations. Whoever lives may be still more successful with similar combinations when the year 1881 arrives. CHS. ANSORGE.

PLUS AND MINUS.—A correspondent of the *Ledger* thus explains the use of signs in algebraic multiplication. It may help some to see more clearly:

A *plus* quantity is one which holds the relation of addition to such quantities as it may be connected with. A *minus* quantity is one which holds the relation of subtraction to such quantities as it may be connected with. If a minus quantity is standing alone, it will hold that relation as soon as it is joined to a quantity. The difference between a minus and a plus quantity is simply the relation which they

hold to other quantities, AND NOTHING MORE. If I multiply minus 4 by plus 4 I shall have minus 16, because I have added minus 4 to itself 4 times. This is easily illustrated. If I multiply +4 by -4 I shall have -16, because I have taken 4 units in the direction of *subtraction* 4 times, or I have added minus 4 to itself, as in the other case. If I multiply minus 4 by minus 4 I shall have *plus* 16. Here I have taken minus 4 in the direction of subtraction 4 times. The *reason* that the result is *plus* is because *subtracting a minus quantity has the effect of adding a plus quantity*. If A is in debt \$500 and B is out of debt, and each earns \$500 in the same time, A's condition is as much improved as B's. Subtracting \$500 from A's indebtedness has the same effect as *adding* \$500 to the condition of it.

Samuel Gregory sent a solution of 61 after the department was made up.

M. J. V. is in error when he says Bond has not the correct principle in his solution of 42, though two other correspondents view it in the same way. the stick enters the flue *diagonally*, which makes the base of the triangle  $\sqrt{x^2-2}$  as Bond has it, not  $\sqrt{x^2-1}$  as they give it.

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## EDITORS' TABLE.

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### EDITORS' CHAIR.

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**VALEDICTORY.**—It will be seen by the prospectus of the *Teacher* for the next year that we have followed the precedent of our 'illustrious predecessors', after two years of editorial labor and responsibility, and resigned the 'Chair' to the care of another. A retrospect of the past two years' service affords us much food for pleasant reflection, which is only modified by the consciousness of our own inability to do all that the situation required at our hands. We have this satisfaction, that we engaged in this work with a desire to accomplish good for the cause we love. We have done the best we could under the circumstances. Our work is done: we can not recall it; and, good or ill, we abide the honest judgment of those who have gone with us as patrons and friends. We leave the position feeling the kindest regard to our associate and friend, Mr. Briggs, from whom we have received repeated acts of courtesy and kindness, which in coming days we hope, in some degree at least, to repay in kind. To our publisher we can only express our continued regard. If he could glean as many dollars from his subscription list as he has good wishes from us, he would be rich indeed. To our contributors we return our unfeigned thanks. They have greatly benefited us by their assistance, and from the liberal extracts from our pages we infer they have done something in the estimation of our contemporaries worth the republication. To our brethren of the quill, whether in the special or general educational field, we are under special obligation for the many words of compliment and kind encouragement we have received. This approval of the press and the increased numbers on our subscription list is perhaps the highest indorsement we could hope to receive.

And now for the future. It will not appear selfish in us now to ask all the friends of education — teachers, commissioners, and school-directors — to do what they can to further the interests of the only school journal in the state. The *Illinois Teacher* will be just what the friends of education choose to have it. If they unite their efforts, as they can and should, the *Illinois Teacher* will be second to no teachers' journal in the land. It ought not to be; and we hope ere long there will be that interest manifested which will be a sufficient guaranty for the permanent employment of an editor who shall devote his undivided time and attention to the enlargement and improvement of its pages.

Will our friends all turn in and give friend Briggs the cordial friendship and hearty support which have, however unworthily, been bestowed on us? By so doing they will enlarge their own sphere of influence in a noble cause, and much increase the obligations already due from their

Most obedient servant,

ALEX. M. GOW.

**UNIFORMITY OF TEXT-BOOKS.**—In the changes and modifications of the school-law recently recommended by the convention of county commissioners, we find the following, the 7th recommendation, "That a section be added [to the law] making provision for the recommendation of a uniformity of text-books, to be used in all the schools of the state, except in incorporated cities and schools of special charter."

The subject of uniformity in school-books, like corporal punishment in schools, has had a very thorough handling, not only in all the teachers' institutes and associations, but in the debating-clubs of the young men who are learning to talk 'against time'. It has been a very prolific theme, and we supposed was about settled. It seems, however, that we were mistaken, and that the convention of commissioners felt it necessary to revive it, and so far approve of it, contrary to the usual decisions of educational bodies, as to recommend it officially to the notice of the next legislature. We have on some occasions referred to the subject and given what seemed to be the settled opinion of educators, as we have gleaned it from their discussions and writings, and from the action of associations before which it was debated; and we will again present the views of one whose opinion is specially entitled to respect, since he has been prominently identified with school-interests for nearly thirty years. We allude to Dr. Burrowes, late Superintendent of the Schools of Pennsylvania, and for twelve years editor of the *Pennsylvania School Journal*.

Though apparently a point involving matters of mere local convenience and economy, this project for a county (or a state) uniformity of school-books is in reality a vital question of republican common-schoolism. It is one the agitation of which, with all the ill consequences, near and remote, of its adoption in whole or in part, has been successfully avoided up to the present time in Pennsylvania. If discussed now, its remote results, as well as its present expediency, are to be considered.

The despots, kings and demagogues of the world have long realized the nature and importance of this school-book question. Hence, every government in the old world upon which the education of the mass of the people has been forced has not only adopted and compelled an unswerving uniformity of text-books in its public schools, but has itself prepared or selected the very books to be used, and will permit the introduction of no other. The reason is plain: Since a certain degree of education must be conceded to the people, the perpetuation of the established government and religion must also be provided for, by giving such direction to the education of the rising generation, by means of books prepared and teachers trained for that purpose, as shall secure the desired loyalty and orthodoxy. So obvious is this policy — for it can not be dignified with the name of a principle — that even in the rebel states the late attempt at an educational convention had this for its main purpose: the object being "to deliberate upon the best method of supplying text-books for schools and colleges, and promoting the cause of education in the Confederate States." This is but attempting to effect by associated action what several shrewd men in the South have been long seeking to bring about by the disconnected agency of authors and publishers. It involves the great social heresy that it is the right and the duty of the government to form or to influence, to any desirable extent, either the politics or the religion of the governed.

Now we have no objection whatever that every one who chooses shall write and publish such text-book or -books as he may think proper. What we do object to, however, is, that any public authority, except such as is as closely connected with and as directly responsible to the parents of the pupils who are to use them as is practicable in the nature of things, shall select the text-books. Perhaps the more text-books the better; but certain it is that in proportion to the distance which the selecting power is removed from the parent, and in proportion to the number of youthful minds brought under the influence of the series selected, is the magnitude of the danger of that power. Despots over minds understand this; and it is for republicans to guard against it.



It has always seemed to us that the true medium has been struck on this point in the Pennsylvania Common-School System. For, whereas it would be impracticable to collect all the parents interested in the schools of a district periodically together to discuss and decide on the merits of the text-books to be used; and whereas uniformity in the schools is indispensable; so the law has vested this delicate and influential power in the hands of the directors—the neighbors and representatives (themselves also parents) of the people of the district. But there is neither reason nor necessity nor justification for its further removal from the parent.

True, it may be said that a *county* series would be selected by the same directors. But the reply is, that the six directors of my district have, at present, the whole control of the matter and are directly responsible to me and the other citizens of the district; while these same six, acting in a county convention of 200 directors, have not the same power, and their wishes and mine may be overruled by a majority of even one till the next convention; and in the mean time I have no control over that majority at the ballot-box, nor any direct means of redress.

A *state* series is still more objectionable, in every point of view except that of economy. The control is further removed from the parent; it puts more power into the hands of that central authority; it is more open to abuse in the way of bribery and fraud; and it is more difficult of control even than the power that selects a county series.

It is admitted that there are objections to the present plan of single-district uniformity; but what general rule or plan is or can be perfect and satisfy all wants? But the main inconveniences that have been named by our correspondent and others are not fatal, neither are they all beyond removal. They are:

1. The difficulty of securing a constant supply of the proper books in a small district.
2. The loss caused to indigent parents who frequently remove from one district to another, each having a different series.
3. The frequency of change of books in the same district,—which may be, under the existing law, once each year.

There is certainly some force in these objections; but we can not see that they are sufficient to justify *county* uniformity. There has been, however, for several years a growing opinion that the annual change now permitted is too frequent; and the conclusion seems pretty generally arrived at that a triennial change would be better. If this, which would disturb no fundamental principle, were the rule, the first and third of the objections above named would be in a great degree remedied, leaving but the second, which is really only one of those inevitable losses consequent on every change of residence, and as such to be taken into account before resolving to move.

**GRADED SCHOOLS.**—The definition of a graded school does not seem to be clearly comprehended by all who talk about its introduction. We were recently very much surprised in a state teachers' association in a neighboring state to hear a prominent individual arise to the discussion of the value of graded schools and their general adoption, and gravely advocate classification in schools as the thing demanded. Lest any of our readers should fall into the same error, we copy an article of Dr. Burrowes from the *Pennsylvania School Journal* in answer to a letter asking light on the subject.—ED. TEACHER.

In reference to the course of studies, there are, in common-school parlance, four kinds of schools: 1. Unclassified Schools; 2. Classified Schools; 3. Graded Schools; 4. Union Schools.

1. An Unclassified School is one in which all the school branches are taught, and in which the pupils recite their lessons separately; or in which, if called up in classes, these are composed of all the pupils of the school who are engaged in the same study, but in different parts of it and frequently using different books. This, of course, is not classification of the pupils. It is only an arrangement for the convenience of teacher and pupil, by which a part or section of the school is called up at once, and each recites his separate and different lesson, to save the time that would be lost in calling them up and sending them to their seats, one by one.

These Unclassified Schools owe their existence either to diversity of text-books or incompetency in the teacher, or both. They are the plague-spots and disgrace of the system. For them there is neither excuse in law nor fact. The school-law especially makes it the duty of school-directors to employ none but competent teachers with valid certificates; to adopt a uniform series of text-books in each district; and to designate the studies that shall be pursued. Thus the law leaves no excuse, nay, it leaves neither room nor place in a district for an unclassified school. In fact, such a school is an actual abomination. It is a waste of money and a loss of time. Parents should denounce it. Teachers should oppose it. Directors should be held responsible, as violators of the law, for tolerating it. In one word, an unclassified school is really not a common school, for it violates every principle of the common-school system. It is a sin of past time visiting itself upon the present.

The county superintendent who neglects to report to the proper board, as incompetent, the teacher of such an unclassified school as has been described, or who grants him or her a certificate the next year, neglects a plain duty of his office and should be removed therefrom.

2. A Classified School is a school with only one teacher, and in which all the branches of study authorized in the district are pursued, but in which the pupils are arranged in several classes in each study, according to their standing therein.

This classification of the pupils is not only a duty of the teacher, but it is an act of school-power exclusively committed to him. Neither parents nor directors have any control over it. He alone is to determine into which class in each study each pupil is to be admitted. The power is wholly in his own hands, owing to the fact that this kind of classification is a professional necessity. There can be no efficient economical instruction without it. Hence arises the duty of classification, which is so imperative that to wholly neglect it is to be, to that extent, no teacher.

Uniformity of text-books is indispensable to classification, and classification is so dependent thereon that any teacher is justified in leaving his school, and should recover his salary up to the day of leaving, if his board, after due notice, neglects or refuses to adopt and enforce that indispensable requisite to successful classification.

There can not, yet, be graded schools in all the rural districts, though there can in all the larger villages and towns. But there can and should be classified schools wherever grading is impracticable or not yet introduced. No common-school teacher with a valid certificate, even of the lowest figures allowed, should condescend to teach an unclassified school. If appointed to one previously without classification, he should classify it at once; and if, having done so, the board should refuse to sustain this essential measure by enforcing uniformity of books, he should leave it. In this way these abominations — relics of old unprofessional teaching — will soon disappear, properly classified schools take their place, and the true nature and design of the common-school system begin to be shown.

3. A Graded School. Strictly speaking there is no such thing as a graded school — meaning thereby a school taught by one teacher, and having no serial relation to any other school. Such a school, if its pupils are properly classified, is a classified school; if not classified it is an unclassified school. There are, however, graded schools, a term applicable to all those of a district, in which each separate school or class of schools has assigned to it certain studies or parts of studies, beyond which the pupils are not to proceed in that school or class of schools, but from which they are to be transferred into higher schools when duly qualified. These schools — Primary, Secondary, or High — are mostly in separate buildings, and each in charge of one or more teachers. Still each of these is not, properly speaking, a graded school, but one of a graded series of schools; yet to such the term 'graded school' is not unfrequently applied. The term is some times, and not inaptly also employed in rural districts, to designate a school with two or more teachers, in which the studies are graded and a transfer of pupils takes place from one to another, according to proficiency. But this phrase is wholly inapplicable to any school which has only one teacher and no transfer to any other school.

4. A Union School is a full series of graded schools, in the same building, taught by the requisite number of teachers, and superintended by one principal. It differs from an ordinary series of graded schools in having all the pupils in one building, and all the teachers under the control of one principal. Educationists and teachers differ in opinion on the question which is the more advisable and efficient in a large town — a series of separate schools properly graded, or a Union school in one large building? We do not now wish to offer any remarks on this point. Both plans are intended to effect precisely the same end; and probably the selection of either is a matter of little importance, so long as one or the other shall be adopted wherever practicable.

#### PUBLIC SCHOOL-TEACHERS' OATH OF ALLEGIANCE.—

State of California, }  
County of                    } ss.

I do solemnly swear (or affirm, as the case may be) that I will faithfully support, protect and defend the Constitution and Government of the United States against all enemies, whether domestic or foreign, that I will bear true faith, allegiance and loyalty to the said Constitution and Government, and that I will, to the extent of my ability, teach those under my charge to love, reverence and uphold the same, any law or ordinance of any State Convention or Legislature, or any rule or obligation of any society or association, or any decree or order from any source whatsoever, to the contrary notwithstanding; and further, that I do this with a full determination, pledge, and purpose, without any mental reservation or evasion whatsoever; and I do further swear (or affirm, as the case may be) that I will support the Constitution of the State of California.

Subscribed and sworn before me, this       day of       one thousand eight hundred and sixty .

It seems like a work of supererogation for teachers to take the oath of allegiance. The true teacher is uniformly a true man and a patriot. No stronger evidence of loyalty can be shown in any profession than that exhibited by the hosts of teachers who have left their peaceful pursuit and joined the ranks of Freedom's Army. No louder voice has been uttered, no more exalted patriotism shown, than the uniform deliverances of teachers' associations all over the land, from the monster national association, convened in Chicago, down to the smallest institute in the humblest school-house. A traitor teacher is a *rara avis*, a white black-bird. There is no need of oaths to determine their fidelity. Still, we like the idea that teachers should call God and man to witness the devotion they bear to the land they love. There is no true man who would not glory in affirming his devotion to his country.

It was a spectacle of more than ordinary interest exhibited in the conference of the Methodist Episcopal Church recently held in the capital of this state, when that body, eminent for purity, piety, and patriotism, with uplifted hands and swelling hearts called God to witness in a solemn oath, administered, at their request, by the chief magistrate of the state, that they would true allegiance bear to the government to which they owe their civil, social and religious blessings. They were not wiser men, but no one can affirm that that simple but solemn cere-

mony then performed did not make them better men, purer patriots, and more devoted Christians than they were before.

We like the idea, and sincerely wish that none but patriots shall guard our school-houses.

**ASSAULT AND BATTERY!** — The following case occurred in our school during the past month. Three boys, aged about fourteen years, were transferred from one school to another of the same grade. The change did not suit them, and they determined to conduct themselves in such a way that they would be expelled, hoping that in a few days they would receive permission to return to their old school. They first commenced by making various *little* annoyances. In a short time they commenced 'talking out' in school. They were requested to remain after school, when the teacher appealed to their sense of pride, telling them how ungentlemanly it was for them to act in this way. They promised that they would do better in future.

On the following day their conduct was worse than ever. As a last resort, the teacher informed them that they must remain after school and receive punishment. At this announcement they burst into a laugh. They were then told they might leave the school or take a whipping. They left. The next morning all three returned. The teacher then said, "Boys, I suppose you have returned to receive punishment and reënter school"; to which they assented. She called one to her and told him to take off his coat, which he did. She gave him a few strokes with a *small* apple-switch over the shoulders. On being requested, the other boys refused to take off their coats. The Superintendent was then sent for, who told them they must do as was required, which they immediately did. In his presence, each received about a dozen light blows over the shoulders. A few moments after he left the room one of the boys wrote on his slate "The darned old fool made us take off our coats", and handed it to the boy behind him. He was again told to take off his coat, and the teacher proceeded to give him another whipping. He tried to snatch the switch from her, kicked at her, and resisted in every possible way. She whipped until she completely conquered him. After this the teacher and scholars were the best of friends. He stopped after dismissal and had a pleasant chat with her. When he reached home, however, the parents began to inquire about the matter. Finding that his back was considerably marked, they at once filed a complaint before a police magistrate against teacher and Superintendent for 'unmercifully beating' the boy. The case created considerable excitement. It was tried by a jury of six prominent citizens, who brought a verdict of 'not guilty'. Probably nine-tenths of the people said that the verdict was just and proper. *Did the teacher do right?* Would it have been better to have dismissed him from school after the second offense? Is it advisable, under any circumstances, to require a pupil to take off his coat before receiving a whipping? Will the editor or some of the correspondents of the *Teacher* favor us with their views on these questions?

E. A. G.

"Did the teacher do right?" If the 'doing right' refers to the act of punishment, we should certainly conclude from the above statement that she did. The boys had arrived at an age when it might reasonably be inferred that they had some sense of right and duty. The teacher thought she could appeal to that sense, and therefore detained them to make the effort. The effort was made, and with apparent success—at the time. The *moral influence* was exhausted, however, when on the second day the evil was greater than the first. Had the evil of their action stopped with themselves, a longer parley might have been made; but the influence of such actions, by such persons, under such circumstances, demanded an immediate remedy. Every moment lost was working a great demoralization in the school. The remedy, to be effectual, must be speedy. There was no time for further moral appeals; and the idea that a woman could punish them physically with effect was treated with derision. Her only resource then was to whip them, or — what? She had no right, legally, to dismiss them from school. That was the prerogative of the board of directors. Had the case been brought before the board, they could not expel the boys legally unless it was clearly shown



that they were incorrigible. At this stage it could not have been shown that they were *incorrigible*, because all proper and legal means had not been used to bring them to subjection. A boy can not be said to be incorrigible until every means consistent with reason is used to reclaim him. The last resort before expulsion should be corporal punishment; and in using this the teacher was clearly *right*. Boys of that age may be whipped into decency of behavior when other measures have proved inefficient, and it would, as a general rule, be very useless for teachers to refer such cases to the board for correction until all reasonable and legal means to preserve order had been resorted to and had failed.

The answer to the second question is contained in the above.

To the third query we would reply that the action of the teacher was injudicious in having the boys remove their coats. It is true that with any instrument less effective than a cowhide she could not have whipped them effectually with their coats on; and by that very removal she subjected herself to a mischievous and mortifying prosecution. If the *marks* of that 'small apple-switch' had not been left on the boy's back, would those weak and misjudging parents have made the complaint? Would they have had any capital to stir the sympathies of officious and meddling friends? Would they have had any *evidence* of the supposed severity of the punishment? It should be a principle with teachers never to put themselves in a false position by giving to weak or malicious people any real or supposed advantage. Such advantage is always afforded when *marks* are the evidence of 'unmerciful beating'. Now as a boy can not be properly whipped when his coat is removed without marking him, the teacher should resort to some method just as effectual as a remedy, and less liable to the objection named.

The object of whipping a boy is to hurt him. The object of hurting him is, if possible, to affect his mind through the medium of his physical sensibilities. How much or how little hurting of this character should depend upon the circumstances of each case. Had this teacher punished her boys on the hands with a thin rule, she could have hurt them severely — more than by whipping as she did, — and at the same time saved herself from mortification and annoyance, since there would have been no marks to rouse the feelings of injudicious parents. Severe punishment may be inflicted upon the hands, and yet nothing be left as evidence of the severity.

If such means must be resorted to to control the vicious, it is well that teachers should follow such a course as will produce the greatest good with the least trouble and annoyance.

The conclusion reached by Horace Mann upon the subject of punishment was, that as long as teachers were not thoroughly trained for their work, and family government not uniform in its treatment and influences, just so long must we expect to resort to physical force in school-government; *but that, other things being equal*, the minimum of punishment is the maximum of excellence. We fully concur in this sentiment.

VERMONT.—The next meeting of the State Association is to be held at Montpelier on the 13th, 14th and 15th days of January, 1864. Lectures are announced from Rev. B. Labaree, President of Middlebury College; Hon. J. S. Adams, Secretary of the Board of Education; E. Conant and J. J. Lewis, Principals of academies, and others.

The annual report of the Board of Education for the year ending September, 1863, has been published. An institute has been held in each of the fourteen counties. These have as a whole been as fully attended as ever before, and the general interest has increased. Because of the withdrawal of state aid, the institutes have been limited to two days, and local teachers depended on for instruction. But, for a wonder, these apparent hindrances seem to have been the very causes of success. The sessions were so short that teachers were generally willing to come; and the citizens, feeling the presence of the members as guests for two days only little or no hindrance, received them cordially. Besides, the institute could follow no fixed programme, but was obliged to adapt itself to the educational needs of each section by varying its topics, thus giving opportunity for more full discuss-



ion of many matters which could otherwise have been little more than touched upon. Held as they were in the smaller towns, they gathered many minds to whom the subjects had never been presented orally, and thus won the sympathies of hundreds who would otherwise have been indifferent. By the discussion at these institutes, for instance, much was done to quiet excitement against the new school-law, and opposition to it, and convert it into general satisfaction.

The number of children in the state between four and eighteen is 86,562, of whom 71,887 have attended school, 6,442 more attending private and select schools: 771,530 tardinesses, 103,928 dismissals, and 7,243 cases of corporal punishment are reported, while only 7,874 scholars had no absences. 4744 different teachers have been employed, 3,666 of whom have taught before, and 3,154 'board around'. The state is poor in apparatus, having only 91 dictionaries and books of reference, 181 globes, 342 maps, 2,428 blackboards, 125 clocks, and 22 thermometers. 121 districts are entirely without school, 31 *having voted to have none*. The total amount paid for wages, board, and fuel, was \$242,807, the total expenses being \$375,976, while the average duration of schools was 23½ weeks. The average wages of male teachers was \$18.20, of female, \$7.76. 66 *per cent.* of the teachers 'boarded around', a diminution of 20 per cent. over the previous year.

The Secretary complains of the multiplicity of private schools and academies, which are severely injuring the public-school interest. In some towns the attendance on the private is larger than that on the public schools. The collegiate interests of the state have suffered by the coëxistence of Middlebury and Burlington colleges. Their existence has been a continued contest with pecuniary embarrassment, which has much hampered their usefulness, while during this time more Vermonters have graduated from either of the other New-England colleges than from both these institutions together. In the hope of establishing a single literary institution on a sound basis, the legislature is asked to consolidate these colleges. And, since the state has accepted the Congressional grant for an Agricultural College, the opportunity now occurs of selecting one for the consolidated college, and the other for the proposed Agricultural College, in connection perhaps with a State Normal School.

**RHODE ISLAND.**—The Board of Managers of the Rhode-Island Institute of Instruction, a sort of traveling State Association, holding several meetings a year in different parts of the state, by which a vast amount of good has been accomplished, held a meeting October 24 at Providence, and made arrangements for sessions this fall and winter in five different places: Scituate, Westerly, Cumberland, Warwick, and Burrillville.

The session at Westerly was to be held November 24 and 25. To give our readers an idea of what this perambulating organization does at one of its meetings, we publish the

#### ORDER OF EXERCISES.

*Tuesday.*—10 o'clock A.M., Meeting of Teachers for organization.

11 o'clock A.M., Opening Remarks by the President.

2 o'clock P.M., Discussion. How far should Teachers assist their Pupils?

3 o'clock P.M., a Lecture by Wm. A. Mowry, of the Providence High School.

7½ o'clock P.M., Lecture by Dr. J. B. Chapin, Commissioner of Public Schools.

*Wednesday.*—10 o'clock A.M., Meeting for transaction of business.

11 o'clock A.M., Reports from all Schools represented.

2 o'clock P.M., Discussion. The greatest evil in our schools and its remedy.

3 o'clock P.M., Lecture on English Grammar, by Prof. S. S. Greene, of Brown University.

7½ o'clock P.M., Lecture by Hon. Henry Barnard, of Hartford, Connecticut.

Is n't that programme full of good things?

The Board are wide awake on the subject of evening-schools, and recommend their early establishment throughout the state. Providence has for several years maintained such schools with great success, putting them in charge of the day-teachers; and we should think in the factory villages there must be a far greater proportion of children unable to attend the day-schools, whose only opportunity of instruction the evening-schools must be.

In the Providence Common Council, November 9, an ordinance for the punishment of truants and absentees from school was rejected, only, however, because

the jail, as it now is, is hardly a suitable place for the punishment of this class of offenders. It was understood that such an ordinance would become a law when the city provided proper accommodations.

The annual examination of the State Normal School was held October 30. The pupils are said to have shown that they had been thoroughly trained. The catalogue of this institution for 1863-'4 has just appeared. Joshua Kendall is the Principal, and is assisted by Misses Ellen R. Luther and Ellen J. LeGro. During the Autumn Term there were 15 pupils in the Entering Class, 11 in the Middle Class, and 17 in the Advanced Class. Total 43. Of these 13 were males and 30 females. The Winter Term began on Tuesday, November 10, and continues ten weeks. The library now consists of 2000 volumes of books of reference and textbooks. Appended to the catalogue is a list of all the pupils who have attended the school. This institution is now in excellent hands, and its beneficial influence is felt throughout the state.

OHIO.—C. W. H. Cathcart, State School Commissioner, has been arrested on the charge of being concerned in the conspiracy to release the rebel prisoners confined in Camp Chase and in the State Prison. Those who ought to know say that his guilt is beyond question. He has had the good sense to resign the position he has thus disgraced, and the governor has appointed E. E. White, Editor of the *Educational Monthly*, to fill the office for the unexpired term. Whatever blame may attach to Mr. Cathcart, the Department has now an efficient head.

The thirty-fourth annual report of the Cincinnati schools, for the year ending June 30, 1863, has just been published.

Notwithstanding the increase in the number of schools, and the decreased rate of tax, the finances are in a very prosperous condition. The current expenses of the year were \$195,229.33; two new buildings were erected and lots furnished at an expense of \$46,897.10; in all 242,126.43, and yet the balance remaining unexpended in the treasury was \$79,223.61. The salaries of all the teachers have been raised: Principals of Intermediate Schools from \$1,152 to \$1,320; Principals of District Schools from \$1,068 to \$1,200; Assistants from \$540 to \$600, from \$406 to \$450, from \$329.40 to \$360, and from \$240 to \$300, respectively. The number of teachers is as follows: in the District Schools 18 principals, 33 male and 252 female assistants, and 10 teachers of penmanship; in the Intermediate Schools 2 principals, 2 male and 14 female assistants; in the High Schools 2 principals, 9 male and 5 female assistants; together with 5 music teachers, and 1 teacher of gymnastics; in all 353.

The number of children in the city between 5 and 21 years was 81,256; the enrollment in the schools 23,188; the daily attendance 14,911.

MAINE.—The annual meeting of the State Association was held at Bath, November 23, 24, and 25. We have not seen the programme nor a report of the exercises.

CONTRABAND SCHOOLS IN NEW ORLEANS.—The *N. O. Era* gives a description of the schools of that city established under the direction of the U. S. authorities for the education of colored children. At the St. Luke Hospital School there are at present 218 scholars, at the Calliope street school about 60, and at three other schools not yet fully organized there are as many more. The pupils are of all ages and colors, and comprise in several instances parents and children. These schools are now regarded as among the permanent institutions of the city, and are of incalculable advantage to the colored race.

SILLY BOYS.—Several students of the University of Michigan, hardly knowing the disgrace they were bringing on themselves, paid a visit to Vandalia the other day, in company with a delegation of John Morgan's confederates. The *Chicago Tribune* advises a closer attention on their part to the *Orations in Catilinam*.

MR. EDITOR: Permit me to correct an error in my article in the October number of the *Teacher*, — an inconsiderate expression which is not an inconsiderable mistake. A friend has called my attention to the following words on page 306: "While Webster (whose testimony is worth less than I wish it were, because of his unfortunate habit of trying to shape the language) gives *drunk* as the *old* participle." The parenthetical clause is doubtless printed as I wrote it, but it is contrary to my real opinion, and I would amend it. My thought was this: "The testimony of Webster, unfortunately for my present purpose, is worth less than I wish it were, because of his habit of trying to shape the current usage of the language by giving some times only those forms that he deemed the best usage." It can easily be seen that such a habit, while favoring the education of those who use the dictionary, rendered reference to his works less effective for my purposes in that article; and I regret that, in indicating this fact incidentally, I used words meaning something else. The testimony of Dr. Webster's Dictionaries as to what is good usage I regard as of the highest rank in authority and value; and the few changes that he urged in orthography have approved themselves to me as no innovations, but reductions of the irregularities of our language very desirable as well as judicious.

Yours truly,

SAMUEL WILLARD.

GILMORE A SCHOOL-TEACHER.— General Gilmore is said to have formerly taught for a year or so in the Haverhill (Massachusetts) High School. Just now the Charlestonians are his pupils, and, dull as they may be, they are likely to learn some things as to engineering which they will not soon forget.

PROFESSOR EBENEZER EMMONS, who was formerly Professor of Natural History at Williams College, and also at Albany Medical College, has recently died in Brunswick, North Carolina. He was engaged in the geological survey of North Carolina when the war broke out.

MRS. FRANCES D. GAGE, who has long labored among the freedmen of South Carolina, expects to return to the North for a lecturing tour this fall and winter. She is an eloquent speaker. Address, 'care of *Independent*, New York'. B.

DR. SAMUEL WILLARD leaves us to-day for Springfield, which he proposes to make his future residence. Our people will regret the departure of an accomplished scholar and a valuable citizen, and the kindest wishes will follow the Doctor and his family to their new home.

Bloomington Pantagraph of October 8.

Dr. Willard's correspondents will please notice this change. His address is box 784, Springfield, Illinois.

Since his removal to Springfield, Dr. Willard has been appointed chief clerk in the recruiting department of the office of the Provost Marshal of the state — a position for which he is eminently qualified.

EDMUND KIRKE, the author of the popular works 'Among the Pines' and 'Our Southern Friends', is prepared to deliver a lecture this season on 'The Southern Whites: their Social and Political Characteristics.' His address is 'care of *Continental Monthly*, New York'. B.

CARDINAL MARINI is dead. Liberal in his sympathies, he was never a favorite with the Papal government. To get rid of him the Pope took advantage of a file of papers which lately came to light, declaring that cardinals Marini, Mertel, and De Pietro, had, in connection with the Roman Committee, conspired against the Pontifical government. The tribunal accepted the revelation, though it was a transparent calumny. Marini appealed to the Pope for redress; but he, against the advice of Antonelli, sustained the tribunal. Overwhelmed with grief, Marini returned home, fell sick, and in five days he was dead. B.

IN ERROR.— Several of the state journals, following the lead of the *Upper-Canada Journal of Education*, attribute to Richard Chenevix Trench, D.D., Dean of Westminster, the authorship of two papers on the 'Queen's English' which originally appeared in *Good Words*. They were written by the eminent biblical critic and scholar, Henry Alford, D.D., Dean of Canterbury.

**SITUATION WANTED.**—A graduate of the Bridgewater Normal School, of the class of 1853, who has been teaching constantly since, and who has taught in one school for the last five years, desires a situation. She holds Superintendent Bateman's State Diploma. Would prefer a grammar school in the northern part of the state. Can be addressed, care of the editor, at Chicago.

**THE TEACHER AND THE YEAR 1863.**—Do our readers realize that this is December, and that this is the last number of the year? Many subscriptions now expire, and the time is opportune to renew them. Do we visit any of our subscribers now for the last time? We hope not many.

**WELL SAID.**—The Richmond papers say that when they go to market they are obliged to take their money in their baskets, and bring home their beef in their pocket-books. The currency is so depreciated that the market-men will not receive money for beef, bulk for bulk.

**THE PLANIGLOBE.**—We saw while in attendance at the American Institute at Concord a new piece of apparatus for teaching geography. It is a flattened globe about two feet in diameter, made of heavy pasteboard, sufficiently convex to give the idea of the globular form of the earth, and mounted on a light stand, from which it may be taken and suspended before the class. We were exceedingly well pleased with it. It is afforded at the low price of \$5.00. Address H. A. Dickerman, 45 Washington street, Boston. B.

**DESERVED PRAISE.**—Mr. George Tait, Superintendent of Schools at San Francisco, said, at the meeting of the State Teachers' Institute in May, of 'Wells's Graded Schools', "It is a whole Normal School in itself, a perfect Teachers' Institute, presenting compactly a system with which any live teacher would be sure to succeed." B.

**NEW ADVERTISEMENTS.**—In our advertising sheets this month will be found a Special Circular to Teachers and School Committees, from Ivison, Phinney & Co., New York, and S. C. Griggs & Co., Chicago, occupying three pages, giving descriptions and prices of such of the books of the American Educational Series as are most in demand. A page is devoted to testimonials of the value of Warren Colburn's First Lessons, the pioneer Intellectual Arithmetic, still without a rival forty years after its first publication. Every teacher not familiar with this little book should at once procure a copy and *study* it. Robert S. Davis & Co. give a descriptive list of the several works composing Greenleaf's Mathematical Series—all new or recently revised. This series maintains its deserved popularity. It will also be seen, from two pages of the cover occupied by them, that Barnes & Burr continue to publish their valuable books for schools and teachers, and are constantly adding to the list. Besides their usual advertisements, Sargent, Wilson & Hinkle present this month to the teachers of Illinois and all interested in education eight pages of *home testimony* to the value of the Eclectic Educational Series, which we commend to the careful consideration of our readers. N.

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#### LOCAL INTELLIGENCE.

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**ILLINOIS NORMAL UNIVERSITY.**—The advance movement of the age in making our common schools more nearly subserve the true intent of their existence,—viz., the right education of the masses,—is to be found in the establishment and maintenance of Normal Schools. That our own, under the efficient management of Mr. Edwards, its Principal, is becoming, term by term, more of a *success*, that its influence for good is becoming more known and appreciated throughout the state, and that there is an earnestness and enthusiasm pervading every department,



creating, in itself, a power whose influence each student-teacher feels, urging him on to higher standards of excellence, would, I think, be apparent to the casual visitor; while to the earnest teacher—and we have many such,—conversant with the history of our Normal School, of its obscure first organization with nineteen students, of the many embarrassments and delays incident to the construction of the University building, of the apathy on the part of the people and their want of confidence in the ultimate success of the enterprise,—to such a one, a visit now would do much in adding to his stock of enthusiasm in his work and faith in the progressive tendencies of educational thought.

Observant foreigners, in speaking of our national characteristics, have said that to persuade an American audience, the speaker must employ bare facts and make frequent use of long columns of arithmetical figures in illustration and enforcement of his subject, rather than figures of speech and appeals to the feelings. Whether this be true in regard to our oratory or not, I suppose there can be no doubt of the efficiency of figures in giving pointedness to conceptions which, lost in a multitude of words, become vague and unsatisfactory.

In accordance with this thought, I wish to subjoin a tabular statement showing the numbers and increase in attendance of both the Normal School proper and its attendant Model School (under the present guidance of Mr. Pillsbury, a gentleman whose ability as a teacher is equaled only by his success as a scholar) for the fall term of the years '61, '62, and '63:

	NORMAL STUDENTS.	MODEL STUDENTS.
Sept. 1861. ....	80	80
" 1862. ....	130	130
" 1863. ....	240	170

Being an increase this year in attendance over that of the same time last year of 110 Normal Students and 40 in the Model.

In the present condition of our country, when so many well-conducted schools have been compelled to suspend operations, it is a matter of much moment, and an occasion of honest pride, that the Normal should present to the world its present cheering aspect.

K.

BLOOMINGTON, September 24th, 1863.

CHICAGO.—The Board of Education held its regular meeting November 3. Certificates were granted D. Merriman, John M. Horton, Philip Atkinson, N. F. Tuck, Albert Sabin, B. F. Bentley, S. G. Lawrence, and Misses Bucher and Mann.

The resignations of the following teachers were received and accepted: W. J. Duane, Holstein; George D. Broomell, Principal of the Dearborn; and Miss J. Dinet, in No. 12.

Mr. Dewey, of the High School, having asked an increase of salary, an effort was made to increase the salaries of all the teachers, and the members defined their positions generally, the salaries remaining at the close of the debate untouched.

James Johonnot, of Joliet, was elected Principal of the Dearborn School, at a salary of \$1000 per annum.

An evening school was ordered to be established in the Dearborn School-house at once, and a committee was appointed to memorialize the Common Council for funds to support one in each of the other divisions of the city.

Mr. Blackman was elected teacher of music in the district schools, at a salary of \$900, and Charles Ansorgé was elected teacher of music in the High School, at a salary of \$100 a year.

Mr. Johonnot having declined the principalship of the Dearborn School, the Board held a special meeting November 6, and elected Francis Hanford, of Lockport.

The regular monthly institute was held November 7. The singing was by the teachers, conducted by Mr. Ansorgé. Miss Jennings presented the educational news of the month. The Superintendent spoke of the necessity of harmonizing the several editions of the geography; requested the teachers of the first and sec-

and reader classes to meet him at the Board rooms November 9, for consultation regarding the amount of reading-matter in their grades; announced his intention of examining the various classes in reading soon; and cautioned teachers of the lower grades not to omit to use the dictation exercises in the speller, as soon as they came to them.

The Kinzie School, Miss Celia E. Stowe, editress, presented the monthly paper.

The Superintendent having objected to a portion of the editorial, congratulatory of the result of the recent elections, as political, and therefore out of place in the paper, a sharp debate arose as to the character of the paragraph, participated in by Messrs. Slocum, Briggs, Woodard, Dewey, Broomell, Howland, Cutter, White, and Miss A. M. Manning, dissenting from the views of the Superintendent, and by Messrs. Meserve and Welch sustaining them.

Mr. Woodard submitted the following, which was unanimously adopted:

WHEREAS, we learn with regret of the resignation of Geo. D. Broomell, Esq., late Principal of the Dearborn School; therefore,

Resolved, That we have ever found in Mr. Broomell a warm friend, and an earnest, conscientious and affectionate teacher, and that the warmest sympathies and kindest wishes of the teachers of Chicago go with him to his new avocation.

After recess the Superintendent gave a pleasant account of his recent visit to Cincinnati, and the week spent in the schools there.

Mr. Hanford's directors having declined to release him from his engagement, he was obliged to decline the appointment to the Dearborn School, and Mr. Albert Sabin was, November 9, elected to fill the vacancy, and entered upon his duties at once.

The evening schools commenced, for males November 9, for females November 10. They are held for each sex every other night. The attendance the first evening at the male school (Mr. Woodard, Principal) was 100, which had increased to 330 November 18. The school for females (Mr. Merriman, Principal) opened with 44, and increased to 103 on the fourth evening.

DECATUR.—Report of the average number belonging, average per cent. of attendance, and number of tardy marks, in the public schools of the city of Decatur, for the four weeks ending November 13th, 1863:

Teacher's Name.	Av. No. bel'ng.	Av. p. ct. att.	Tar. m'ks.	Grade of Sch'l.
Mr. Randall.....	60	94	112	Intermediate.
" Traver.....	44	91	71	"
Miss Robinson .....	42	91	95	"
" Leeper.....	43	92	69	"
" Daniels.....	58	97	39	"
" Taylor .....	59	94	73	"
" Allen .....	49	92	48	Primary.
" Ellis .....	34	94	26	"
" Sargent .....	64	95	64	"
" Mackey .....	72	95	46	"
" Reeder .....	47	93	42	"
" Hale .....	57	95	71	"
" Fuller .....	41	93	124	Grammar.
Mr. Bigelow .....	75	90	122	Primary.
" Park .....	141	92	318	Grammar.
" Gastman.....	50	95	39	High School.
Total.....	936	93	1350	

It must be borne in mind that the above are the averages for the month. The number now belonging to the schools is 960. I desire to call the special attention of parents to the number of tardy marks. The teachers are giving this matter their best efforts. It is a disgrace to our schools that the tardy marks in *one month* average nearly *two* to each scholar. Will not parents and scholars aid us in improving this matter the coming month? The bell of the Baptist Church is rung twenty minutes before school-time in the morning, and fifteen minutes before it in the afternoon.

It will be seen that the attendance is ninety-three per cent. for the month. Considering that there has been quite a large amount of sickness during the past

month, this attendance is quite respectable. The average, however, ought to be as high as ninety-five or ninety-six per cent. Next month I will endeavor to report what per cent. of the absence is caused by sickness. The whole number of scholars enrolled since the term commenced is 1072. Number of teachers employed, nineteen.

E. A. GASTMAN, Superintendent.

SPRINGFIELD.—During the month of October in the four ward schools and the High School the number belonging was 1468; attending, 1399; per cent. of attendance, 95; cases of tardiness, 880.

SYCAMORE.—The Graded-School building burned last winter has been replaced by a noble building costing \$15,000, which is soon to be publicly dedicated. We trust some friend will send us an account of the exercises.

KENDALL COUNTY TEACHERS' INSTITUTE.—The teachers of Kendall county held their annual meeting in Fowler Institute, at Newark, commencing Monday, November 9th, and continuing four days. The attendance was large, and the interest much. According to previous announcement, Mr. A. J. Anderson, Principal of Fowler Institute, acted as Conductor. Mr. G. C. Hand was elected Secretary. Prof. J. V. N. Standish, of Lombard University, Mr. Hiram Hadley, of Indianapolis, Indiana, and Messrs. Anderson and Westcott, of the county, took charge of the Drill Exercises. On Tuesday evening Mr. Hiram Hadley addressed the teachers on 'School Discipline', followed by Prof. Standish with a brief lecture on 'The Teacher's Profession'. Wednesday evening was devoted to an address on 'Normal Teaching', by Prof. Standish. An Experience Meeting and Sociable was held on Thursday evening, at which the utmost good feeling and humor prevailed.

The citizens of the place gave substantial aid to the Institute by 'taking in strangers', attending Drill Exercises, and filling the church in the evenings. Prof. Charles L. Simon, of Fowler Institute, with his able choir, enlivened the occasion with well-timed and patriotic music.

A step was taken toward uniformity of text-books in the county, by appointing A. J. Anderson, of Newark, O. S. Westcott, of Oswego, and W. S. Coy, School Commissioner-elect, a committee to report a suitable series at the next session of the institute. Resolutions of the following purport were passed:

1. Unusual profit and interest of this session.
2. County Institutes indispensable.
3. Importance of improved methods of primary instruction.
4. An offer, not of *sympathy*, but of *pity*, to those who ought to have attended the Institute but did not, or merely stepped in and then stepped out.
5. Duty and privilege to take the *Illinois Teacher*.
6. Thanks to those who did the work and bore the burdens of the Institute.
7. Regret at the voluntary retirement of the late able and worthy School Commissioner, Mr. E. W. Barnes.

#### LITTLE KENDALL.

RANDOLPH COUNTY.—A Teachers' Institute was held in Sparta, Randolph county, commencing Thursday evening, October 8th, and closing Saturday, October 10th. On Thursday evening an address was delivered by Rev. O. L. Barler, of Chester, on 'Education and the Motives to Study'. On Friday, exercises were conducted in Orthography and Arithmetic, by Jas. P. Slade, of Belleville. An interesting discussion followed on 'School Government', in which each one gave his experience. All agreed that moral suasion would not always do, and that the rod must be used when other means failed.

Rev. O. L. Barler then gave an interesting explanation of his favorite science, Phonography. When asked how long it would take to learn to write reporting hand, he replied three years. He spoke in high praise of Andrew J. Graham, of New York, and thought it impossible to improve on his system. On Friday evening an essay was read by Mrs. M. S. Stevenson, on 'Primary Instruction'; one by Rev. Alex. Bain, on 'The being of a God', followed by an eloquent address on 'The School and the State—the duties of each', by Rev. Henry Allen, of Sparta.

The exercises were varied by singing of patriotic songs by the glee-club, accompanied by instrumental music by Mrs. Hood.

On Saturday, J. A. Hamilton conducted an exercise in Mental Arithmetic, and Jas. S. Stevenson one in Penmanship, in which he recommended strongly the use of Payson, Duntou and Scribner's System of Penmanship.

A number of resolutions were passed; one of which was "That we regard the *Illinois Teacher* as a faithful exponent of the improved methods of teaching, and worthy of the support and careful perusal of every teacher."

The meeting was harmonious and pleasant, and we think productive of good results.

JAMES S. STEVENSON, Secretary.

R. BAILEY, President.

**WILL COUNTY.**—The Will County Teachers' Institute met at the College Building, in the village of Plainfield, on Monday, the 26th of October, and organized by appointing the School Commissioner of the county, S. O. Simonds, President, and H. Rassweiler Secretary. Prof. Johannot, of Joliet, was appointed Conductor of the Institute.

The Programme of Exercises was presented by the Committee of Arrangements, and adopted.

The interest manifested in the exercises of the institute was indeed commendable. The attendance was large from the beginning to the end of the session, notwithstanding the inclemency of the weather on Thursday and Friday. The teachers who were present all seemed bent on the promotion of the cause of education, and evinced a desire for improvement worthy of their responsible calling.

The daily exercises in the several branches, as prescribed by the programme, were ably conducted by Commissioner Simonds, and Professors Smith, Johannot, Miller, Rhodes, and Hanford. The whole was interspersed with enlivening music. Among the resolutions adopted by the Convention are the following:

**WHEREAS**, We recognize our obligation to avail ourselves of every facility for promoting the interests of our respective schools, and of education; therefore,

*Resolved*, That we recommend the organization of the teachers of Will county into a permanent association.

*Resolved*, That we esteem it the duty of every teacher to read regularly some educational work or journal, and attend, if practicable, the meetings of the Illinois State Teachers' Association.

*Resolved*, That our thanks are due especially to Mr. S. O. Simonds for his efforts in organizing this Institute, and for his untiring diligence in promoting the welfare of the schools throughout this county.

*Resolved*, That our thanks are due to the citizens of Plainfield, and the Trustees and Faculty of the College, for their courtesy to the Institute.

*Resolved*, That the *Illinois Teacher*, the *Chicago Tribune*, and the papers of Will county, be requested to publish an abstract of the proceedings of this Institute.

The Institute adjourned on Friday the 30th—every teacher being invigorated and incited to more strenuous efforts for future usefulness.

HENRY H. RASSWEILER, Secretary.

**DIXON TEACHERS' ASSOCIATION.**—Our regular monthly meeting was held in the High-School building. Drill in Mental and Written Arithmetic by Mrs. Flagg, with a class from her school. Exercise in Gymnastics by W. W. Davis, with six muscular boys from his room. Essay by Mrs. Dickson—'Romance'. A portion of 'Northend's Address to Parents' was read by Mrs. Flagg. Mr. Smith read a report on Tardiness and Absence. Quite a large attendance of parents and pupils.

W. W. D.

**TRIBUTE TO A FAITHFUL TEACHER.**—The pupils of Mr. Geo. D. Broomell, on the occasion of his resigning the principalship of the Dearborn School, Chicago, united in purchasing two splendidly-bound works—'American Eloquence', 2 vols., and the 'British Poets', 1 vol.,—which were presented at a farewell dinner given to him by his teachers in the school-building, November 6, the day he closed his connection with the school.

**FRANCIS HANFORD.**—This gentleman was recently elected Principal of the Dearborn School, Chicago, at a salary of \$1000 a year, which would probably have been raised to \$1100 next year. The Directors at Lockport refused to release him from his engagement there, and he was forced to decline the appointment.



Mr. Hanford is, we believe, on a salary of \$700. Justice requires, since his directors refused to release him, that they should raise his salary. We hope they will do it.

**A PRETTY STORY.**—The city of Belleville, with a population of 12,000, half a dozen or more magnificent beer-gardens, a theatre-building, and ninety licensed drinking-saloons, does not own a school-house.

Does n't that sound nicely abroad?

**MARRIED.**—At the Jewish Synagogue, Chicago, September 2, Mr. GOODMAN to Miss MATTIE MYERS, daughter of the officiating clergyman, and formerly a teacher in the Ogden School.

Also, in Chicago, September 10, by Rev. Mr. Vandyve, Mr. BALDWIN to Miss KITTY CRAIG, formerly of the Ogden School.

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#### NOTICES OF BOOKS, ETC.

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##### EATON'S SERIES OF ARITHMETICS.

- I. *The Primary Arithmetic.* 96pp. 20 cts.
- II. *The Intellectual Arithmetic.* 160pp. 30 cts.
- III. *The Common-School Arithmetic.* 312pp. 60 cts.
- IV. *The New Treatise on Arithmetic.* 355pp. 80 cts.

The first and fourth books of this series have been before the public some years, and have won for themselves, on their merits, an enviable reputation. The Intellectual is, we believe, not yet published; at any rate, we have never seen it. The Common-School Arithmetic is a new work, in which the simple principles are more fully presented than in the larger work, while the more difficult portions have either been treated more briefly or entirely omitted. The great feature of this book, as with the rest of the series, is the brief, clear, and simple, though accurate, language in which the rules, definitions and analyses are clothed. We are glad also to notice the great number of examples, all practical, which the book contains, and that the greater part of them are without answers. It is destined to become a favorite text-book.

**SHERWOOD'S PRACTICAL SPELLER AND DEFINER.** By George Sherwood, author of 'Writing Speller' and 'Speller and Pronouncer'. New York: Barnes & Burr. Chicago: George Sherwood & Co. 38pp. 15 cents.

This third book of Mr. Sherwood's series contains about four thousand words with whose orthography and meaning all should be familiar. For convenience of study, the words are arranged in classes, as, Agricultural Terms and Implements, Animals, Colors, Fishes, Mercantile and Business Terms, Musical Instruments, Political Terms, Trees, War and Military Terms, etc. Appended to each class are suggestive questions, or illustrative examples, well calculated to awaken an interest and impart information.

The book deserves and will have an extensive sale.

**THE HOLIDAY AND OTHER BOOK TRADE.**—Just before the Holidays people cast about to see what is best to buy and where to buy it. And since books form with most of us a large part of our holiday presents, we have thought it worth while to call the attention of our readers to the enormous facilities which S. C. Griggs & Co., of Chicago, possess for gratifying their tastes to any amount, from a shilling picture-book to a set of the Encyclopædia Britannica. Here you can find any work you want, biography, history, novel, or what not, bound in any style, from cloth to full gilt Russia. If your particular friend has no photograph-album, here's the place to buy it. If a stereoscope or a set of views is wanted, no where can a more extensive assortment, at more reasonable rates, be found. Call for any thing you please, it will be produced.

There are not, we believe, half a dozen booksellers in the United States, all the great publishers included, whose sales surpass those of this house. They are said to reach half a million yearly. We saw the other day there over 70,000 copies of Sanders's Speller, 48,000 of which were in one pile. And there were a score of other piles as large as this one, though as the books were larger there were not so many. In all of them there were more than fifty solid cords and over 750,000 volumes! Of the American Educational Series, which include Sanders's Readers and Robinson's Arithmetics, they have sold during the last year more than half a million of copies. They are the agents and largest customers in the United States of Messrs. Harper & Bros., D. Appleton & Co., Iverson, Phinney & Co., J. B. Lippincott & Co., and Ticknor & Fields, and are large purchasers of most other publishers. Of the two great cyclopædias, 150 sets of the Britannica (present price \$150), and 700 sets of the New American, at an average price of \$60 per set, have been sold by them. Such is the business of a single house. Think of this, and if you come to Chicago see these things for yourself. If you do not come, send your order, and it will be as well filled as if you were by to attend to it.

FLOWER-, FRUIT- AND THORN-PIECES; or, *the Married Life, Death and Wedding of Siebenkäs, the Advocate of the Poor*. By Jean Paul Friedrich Richter. 2 vols. 16mo. \$2.75. Ticknor & Fields. Chicago: S. C. Griggs & Co.

This is a dramatic narrative, written in the form of prose, but one flowing with poetry, pathos, and beauty. 'The Dream of the Dead Christ', one of the Thorn-Pieces, was translated by Mme. de Stael, and first gave Richter a reputation outside his native land. Speaking of this book, the *Publishers' Circular* expresses our opinion when it says: "We advise all readers, especially those that are thoughtfully-minded, to take up these volumes. It is not necessary to read them through with steam-engine haste, as if they belonged to the class of modern novels, which we sponge up at a sitting. But deal gently with them; accustom yourself to them in parts, and gradually; lay them down to-day when you feel saturated with their influence, and resume them to-morrow; store up in your mind the brilliant and oracular apothegms; recall them as you walk the streets; contemplate the gorgeous imagery which ever and anon is evoked before you, and linger about it as if before a painting or a statue; thus will you come by degrees to initiate yourself into the wonderful meanings of a writer who had no predecessor and is without successor, but is simply 'Jean Paul, the Only one'."

#### CHRISTMAS BOOKS FOR THE YOUNG FOLKS.

*Harry's Vacation*. Appletons. 398pp. \$1.00. *First rate*. Suit the old folks too.

*The Pet Bird and Other Stories*. By Cousin Alice.

*At Home and Abroad*. (35 Thousand.) By Mrs. Mannors.

*Pleasure and Profit*. (4th Thousand.) By Mrs. Mannors.

Three little quartos, published by the Appletons, having 137, 165, and 136 pages, respectively, about forty cents each: just the thing for the eight- or ten-year olds.

*Stories of Old*: New Testament. 234pp.

*Stories of Old*: Old Testament. 288pp.

Bible Narratives, published by Sheldon & Co., at about 60 cents each, suited to the capacity of young children. The illustrations are good and numerous, and the stories are well told.

*The Wars of the Colonies*. By Jacob Abbott. Sheldon & Co. 288pp. 75 cts

What a man to write stories, and what good ones he writes. Do n't we all remember how we liked the Rollo books? And his histories are most as good as his stories: I suppose we ought to say better, because they are true, but we can't quite do that, so here is

*The Isle of Wight*: One of the Florence Series, by Jacob Abbott. Sheldon & Co., publishers. 252pp. 70 cents: and it is *tip top*.

Messrs. Griggs & Co. will send you any of these on receipt of price.

# THE ILLINOIS TEACHER---VOLUME X.

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## PROSPECTUS FOR 1864.

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THE ILLINOIS TEACHER enters upon its tenth volume with the January number, under the editorial management of Mr. S. A. BRIGGS, of Chicago, who has been connected with it as Associate Editor for the past two and a half years. The Mathematical Department will be conducted by Mr. S. H. WHITE, Principal of the Brown School, Chicago.

THE TEACHER opens the new year with flattering prospects. The past year has been a successful one. The journal has more than maintained its reputation in a literary point of view, while its subscription list has been gratifyingly increased, and its advertising pages have never been fuller. It has weathered the storm of financial disaster which overwhelmed other journals during the first year of the war, and is now in smooth waters. But, as the only educational journal in the state, its usefulness ought to be, and might be with little effort, materially enlarged. Of the fourteen thousand teachers in the state hardly one in five is a subscriber, and less than one hundred have during the past year contributed to its pages!

THE TEACHER will continue to be a *live journal*. It will present:—

Fair and thoughtful editorial discussions of the various topics interesting to the educational world;

A summary of the educational news of this and other states, including reports of the various associations and institutes, and the whereabouts of teachers;

Impartial and candid notices of new books as they appear, embracing not only text-books, but works of interest to the general reader;

Carefully-prepared and valuable information included in the several departments: 'School-Exercises', 'Mathematics', and 'Notes and Queries';

The spirit of education in the several states as exhibited in extracts from the various state journals and other exchanges; and

Such a selection from articles sent for insertion as will, in the judgment of the editor, best subserve the design of the journal and the interests of its patrons.

To this end frequent communications are solicited from all interested in education, whether Superintendent, County Commissioner, or Director; College President, Professor, or Student; City Superintendent, Assistant, or Teacher in the smallest log school-house in the most benighted and out-of-the-way district in the state. THE TEACHER is *yours*,—yours to use, and you are responsible if it does not reflect your opinions. Do your part to make it interesting and profitable for some one else, and it can hardly fail of being so to you. Assist it with your pen, with your kind words in procuring subscribers, and with your dollars, and see how soon the seed you thus sow will ripen into a harvest.

THE TEACHER will continue to be the Official Organ of the State Superintendent of Public Instruction. It will therefore be indispensable to every School

Commissioner, School Director, or Teacher, who desires to be thoroughly conversant with all that relates to his duties under the School Law. Directors have the right, under the provisions of Section 43 of the law, as interpreted by the State Superintendent, to appropriate the price of subscription from their district funds. No district should be without it.

### Business Announcements.

One year ago, rather than raise the price of subscription, the publisher determined to reduce the number of pages in *THE TEACHER*. It was accordingly announced that for the year 1863 *THE TEACHER* would be furnished at the old price, \$1.00 a year; but only 32 pages monthly (exclusive of advertisements) were promised, in stead of 40 pages as for some years previous. This was done in the hope that by the end of the year the cost of materials and labor required in the publication would so far have receded as to enable him to restore the former number of pages without increasing the price. This hope has not been realized. In stead of receding, the cost of materials and labor has advanced even beyond what it was one year ago. We find that we can not compress into 32 pages the amount of matter it is desirable to give in each number of *THE TEACHER*, and are compelled either to advance our rates or stint our readers. Believing that they would prefer the former alternative, and that thus we shall be doing more for the great cause of Popular Education, we make the following announcements:

Each number of *THE TEACHER* for the year 1864 will contain not less than 40 pages, exclusive of advertisements.

The subscription price of *THE TEACHER* for 1864 will be \$1.25 for a single copy. Any person sending us *five* or more names may remit for the same at the rate of \$1.00 each. Additions to the list may afterward be made at the same rate.

Unless otherwise specially ordered, all subscriptions will begin with the January number, so long as we have a supply of that number on hand. Special instructions will be followed when practicable.

All remittances must be made in United States or National Bank notes, or in drafts payable in such funds.

Payment in all cases in advance, unless by special arrangement to the contrary previously made.

Subscriptions should be sent in early to secure the entire volume.

In sending subscriptions be careful to write all names of persons and post-offices distinctly. Give the county as well as the post-office.

Any subscriber to *THE TEACHER* can obtain *Harper's Monthly*, the *Atlantic Monthly*, or the *Continental Monthly*, for one year, by remitting to us \$2.50.

All business communications (such as relate in any way to subscriptions, advertising, or any other purely business matter) should be addressed to the publisher.

Articles for publication, and all communications relating to the editorial management of *THE TEACHER*, should be addressed to the editor.

### RATES AND TERMS OF ADVERTISING.—

The annexed table shows the rates of advertising in *the Teacher*. Bills will be made out against yearly advertisers, and payment expected, twice a year—in the months of June and December. Advertisements inserted for parties who do not advertise with us regularly must be paid for on the expiration of the time for which they are ordered. Advertisers should in all cases state how many insertions are desired and how much space they wish to occupy; otherwise, their advertisements will be displayed according to the taste and judgment of the printers, continued till forbid, and bills be rendered accordingly. No advertisement will be counted less than  $\frac{1}{4}$  page. All material alterations of standing advertisements will be charged for at the rate of \$2 per page.

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Address of the Editor —

SAMUEL A. BRIGGS, (P.O. Box 3148) CHICAGO, ILLINOIS.

Address of the Publisher — N. C. NASON, PEORIA, ILLINOIS.



## ILLINOIS STATE TEACHERS' ASSOCIATION.

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The Tenth Annual Meeting of the Illinois State Teachers' Association will be held at Springfield, commencing Tuesday, Dec. 29, 1863.

### ORDER OF EXERCISES.

*Tuesday, December 29, 1863.*

*Morning Session.*—10 to 11: Organization: Address by President; Appointment of Committees. 11 to 12: Report of the condition of the State Normal University, Prof. R. Edwards; Discussion, 'Should a system of State Teachers' Institutes be connected with the Normal University?' Messrs. Roots, of Tamaroa, Freeman, of Rockford, Calkins, of Peoria, and others.

*Afternoon Session.*—2 to 3: Exercise in Music, Prof. Geo. F. Root, Chicago; Discussion, 'Should Music be scientifically taught in our Schools?' Messrs. Coy, of Peoria, Gastman, of Decatur, and Anson, of Chicago. 3 to 4: Report, School Visitation and Institutes, J. F. Eberhart, Commissioner of Cook County; Essay, Miss Roxana F. Beecher, Chicago. 4 to 5: Discussion, 'What should be considered the necessary qualifications of teachers?' Messrs. Edwards, of Bloomington, Low, of Springfield, Meserve, of Chicago, and Hanford, of Lockport.

*Evening Session.*—7 to 8: Address, Hon. John P. Brooks, State Superintendent of Public Instruction. 8 to 9: General discussion of topics contained in the address.

*Wednesday, December 30, 1863.*

*Morning Session.*—9 to 10: Exercise in Phonetics, Prof. Thos. Metcalf, State Normal University; Discussion, 'Should Phonetics be introduced into our Primary Schools?' Messrs. Blackmer, of Rockford, A. M. Brooks, of Springfield, and others. 10 to 11: Essay, 'Composition', W. W. Davis, Dixon; Model Object Lesson, Prof. E. C. Delano, Chicago. 11 to 12: Discussion, 'Should Object Lessons be presented systematically?' 'Have Object Lessons produced the good results predicted of them?' Messrs. Wells and Woodard, of Chicago, Cook, of Bunker Hill, and others.

*Afternoon Session.*—2 to 3: Exercise in Reading, Prof. R. Edwards; Exercise in Mental Arithmetic, J. J. Noble, Chicago. 3 to 4: Exercise in Elocution, Prof. Smith, President of Plainfield College; Discussion, 'Can Topical Recitation be made to accomplish all the good of Declamation in our Schools?' 4 to 5: Address, W. W. Woodward; Discussion of topics contained in the address.

*Evening Session.*—7 to 8: Address, T. M. Eddy, D.D., Chicago. 8 to 9: Discussion of topics contained in address.

*Thursday, December 31, 1863.*

*Morning Session.*—9 to 10: Reports of Committees; Exercise in Drawing, Miss Margaret E. Osband, Normal University. 10 to 11: Exercise, Prof. Henry S. Noyes, President of Northwestern University, Evanston, Ill. 11 to 12: Discussion, 'When and how should Grammar be introduced into our schools?' Messrs. Willard, of Springfield, Gow, of Rock Island, Miller, of Plainfield, Truesdel, of Champaign, and others.

*Afternoon Session.*—2 to 3: Election of Officers; Report of Committee on Resolutions; Miscellaneous. 3 to 4: Essay, 'The American Scholar', G. G. Alvord, Geneseo; Essay by James P. Slade, Belleville. 4 to 5: Address, 'Character in a Teacher Better than Attainments', Rev. Robert Allyn, President of McKendree College, Lebanon, Illinois.

*Evening Session.*—7 to 11: Sociable; Roll-Call, to be answered by sentiments, proverbs, short speeches, or songs, from each member; a good time generally.

Prof. Albert Stetson, of the State Normal University, will take charge of the Physical Exercises.

The Chicago, Alton & St. Louis and the Great Western Railroad Companies, with their accustomed liberality, have consented to reduce their fare one-half to members of the Association, and application has been made to other roads to do likewise.

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
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*From W. H. Wells, Sup't Public Schools, Chicago.*

Chicago, Oct. 22, 1863.

I shall never cease to appreciate and admire both 'Colburn's First Lessons' and that prince of educators, Geo. B. Emerson, who has so long stood godfather for this little book.

*From Geo. B. Emerson.*

Boston, May 12, 1863.

MRS. WARREN COLBURN: I am glad that you have possession of the copyright of Mr. Colburn's immortal work upon Mental Arithmetic. Every thing I have seen confirms me in the opinion which I early formed, that it is the *most original* and far the *most valuable* work upon the subject that has yet appeared. Where it has been used, and *properly* used, in a school, I find an intelligence and readiness in the processes of mental arithmetic which I look for in vain in cases where the instruction has been conducted upon principles foreign to those which Mr. Colburn introduced.

*Extracts from an article in the Massachusetts Teacher System, November, 1863.*

We believe that Mr. Emerson is right in claiming that Colburn's 'First Lessons' is as nearly perfect as any human work well can be. And yet we have scores of 'Mental Arithmetics' intended to supersede it. A few of these are the result of an honest endeavor to write a better book. Their authors could not see, as Mr. Emerson expresses it, 'how really profound and comprehensive Colburn's is', and in substituting their own crude notions for the philosophic completeness of the original they have only paraded their blindness and ignorance.

*From Edward I. Stearns.*

Colburn's 'First Lessons' has already taken its place with Euclid, as a *permanent* text-book.

*From Thomas Sherwin, Master of the English High School, Boston.*

No man among us has contributed so much to a correct method of studying mathematics as the lamented Colburn. I have no hesitation in saying that his books are not only the *best* in this country, but, so far as my information extends, the *best* in the world. The 'First Lessons' are above all praise.

*From the 'Illinois Teacher', Oct. 1863.*

It would seem a work of supererogation for us to say any thing commendatory of Colburn's Mental Arithmetic. It speaks for itself, and has spoken for forty years, to the intellectual and mathematical improvement of a vast army of the American youth.

*From the Preface to Eaton's Written Arithmetic.*

No scholar should be allowed to study written arithmetic until he is familiar with that incomparable work, 'Warren Colburn's First Lessons'.

*From the 'Vermont School Journal', Oct. 1863.*

This book was written nearly forty years ago; yet it is the newest and freshest book in the market. We should be more willing to have any other school-book extant destroyed than this. It has done more than any, other, to secure correct mathematical training in our schools, and promises as much for all coming generations.

The copy before us has on a new and elegant dress, — not a 'Sunday dress', we presume, but one to be worn all the week and all the year.

*From the 'Boston Transcript', July 23, 1863.*

Nearly forty-two years since, a small 18mo volume appeared, marking an important era in education. 'Warren Colburn's First Lessons' in arithmetic then first taught the educational world a new department of learning. It is not too much to say that no event in this quarter of the world has made a more lasting or more beneficial impress upon the teaching of arithmetic. Looking back, after nearly half a century, we can hardly overestimate the importance or the magnitude of the revolution it achieved. It is indisputable evidence of the remarkable character of this work, that even to this day it remains without a superior.

*From 'The School and the Schoolmaster'.*

'Colburn's First Lessons', the only faultless school-book that we have, has made a great change in the mode of teaching arithmetic, and is destined to make a still greater. It should be made the basis of instruction in this department.

*From the 'Mass. Com'n-School Journal', April, 1852.*

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
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
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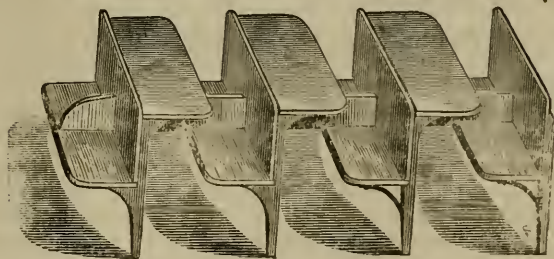
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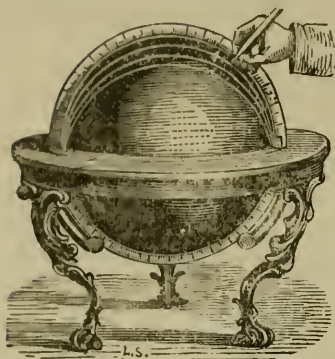
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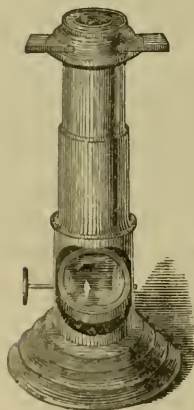
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It is a matter of great importance to have a good, well graded, and economical series of text-books. School officers, in the main, do not have time to post themselves up, and critically and discriminatingly examine the various school books urged upon their attention. Nor do they always feel competent for the task even though they have the time. Hence, the selection of books is generally left to the teacher.

In the country schools, the teacher is frequently changed, and often with a change of teachers

comes a change of books. It is important therefore to School Directors, that there should be some expressed opinion of authority, reliably known to them either personally or officially, to which they can refer with confidence in a matter of so much importance as the selection of school books, and thus be enabled with safety to exercise this duty which the law devolves upon them, thereby avoiding the great expense of frequent changes, and securing also greater uniformity.

So many of the most prominent

educational men concurring in opinion respecting a series of school books, must give that opinion great weight with the people of Illinois.

Mr. Bateman, who for the past four years has filled the office of Superintendent of Public Instruction, is a ripe scholar, an eminent educator of great practical experience in the school-room, whose judgment in regard to *the series of books* best adapted, all things considered, to the wants of our schools can not be surpassed.

Mr. Brooks, present State Superintendent, is every way worthy of the confidence of the people of Illinois. He is a man of intelligence, discrimination, and sound judgment. He is logical, systematic, and practical. In him the educators of the State find an efficient and earnest co-laborer.

Mr. Edwards has had long ex-

perience as an educator, and has been especially engaged for fifteen years in Normal School instruction. He is now the Senior Normal Principal in this country. He was connected for several years with the Bridgewater, Mass., Normal School. He organized the Salem, Mass., Normal School, and was principal of it for some five years, when he went to St. Louis, where he had charge of the Normal Department of the Public Schools of that city, till elected Professor in the Illinois State Normal University, from which position he was promoted to the Principalship, on the resignation of Mr. Bass.

No teacher has probably ever combined more elements of popularity as an instructor than Mr. Edwards. The flourishing condition of the Normal University fully attests his fitness for the high position he holds.

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## OPINIONS OF WORTH.

*From Hon. J. P. Brooks, State Sup't of Public Instruction.*

The great popularity to which the books embraced in the *ECLECTIC SERIES* have attained, is a most convincing proof of their general superiority. It can hardly be denied that they possess distinguishing points of excellence, and the high estimate which is placed upon them by both teachers and learners, is their best recommendation. It is now admitted by many of the best Educators of the country that the *ECLECTIC SERIES*, including McGuffey's New Series of Readers, Speakers, and Speller, Ray's Arithmetics and Algebras, and Pinneo's Grammars, constitute *the best* Educational Series in America.

## READERS AND SPELLERS.

*McGUFFEY'S READERS AND SPELLER* possess the rare merit, so seldom found, of a most judicious and perfect adaptation to the various classes of

learners for which they were designed. They deserve all the commendations which experienced teachers have bestowed upon them.

### RAY'S SERIES OF ARITHMETICS.

**RAY'S PRIMARY ARITHMETIC.**—A series of lessons for little learners, simple and progressive, leading them on to a thorough mastery of the rudiments of numbers.

**RAY'S INTELLECTUAL ARITHMETIC.**—Having finished the Primary Book, the pupil is prepared to enter upon the study of this work, which is designed to discipline the intellect and educate the reasoning faculties of the child. I know of no Mental Arithmetic better adapted to the purpose.

**RAY'S PRACTICAL ARITHMETIC.**—This work is intended to acquaint the learner with the principles of Arithmetic, by inductive and analytical processes of calculation. If the pupil is attentive and studious, while passing through this book, he will thoroughly understand the "reason why" of the various operations performed, and will have learned to deduce for himself, *rules* from *examples*, rather than, as in the older but not the better method, to assume the correctness of results from their formal agreement with rules.

**RAY'S HIGHER ARITHMETIC.**—This is the highest book of the Arithmetical Series. It is a thorough scientific treatise, and is just such a book as is needed to perfect the series.

### RAY'S SERIES OF ALGEBRAS.

**RAY'S ALGEBRAS** have been extensively used by some of the best teachers, and their excellence tested by many years experience in the school-room. They are approved and used as text-books in many of the higher institutions of learning in all parts of the country.

### PINNEO'S SERIES OF GRAMMARS.

**PINNEO'S GRAMMARS** are highly recommended by those best acquainted with them. A gentleman of high authority says truly, that "in the hands of good teachers, they can not fail to make good grammarians."

The entire **ECLECTIC SERIES** can be safely recommended. It is well graded, and therefore adapted to the purposes of a progressive education. It is a well constructed ladder upon which the pupil may climb, with diligent effort and study, to any desired height of attainment within the sphere contemplated.

[Signed,]

JOHN P. BROOKS,

February, 1863.

State Superintendent of Pub. Instruction, Illinois.

From HON. N. BATEMAN, *late State Sup't of Public Instruction.*

## THE ECLECTIC EDUCATIONAL SERIES.

SPRINGFIELD, ILLINOIS, *March 24, 1863.*

During my incumbency as Superintendent of Public Instruction, I was repeatedly desired, by teachers and others, to indicate in a public and official form, my views as to the relative merits of the various Series of Common School Books in current use in this State. But for reasons which then seemed conclusive, I steadily declined to do so. These scruples, whether well founded or not, are no longer operative since my retirement from office, and I deem it right and proper, if not a duty, to express my judgment in the premises, for the benefit of those who have done me the honor to request it.

I therefore take this method, as a private citizen and teacher, of replying to letters on the subject of text-books for Common Schools, which have accumulated in the past four years till a separate answer to each one is wholly impracticable.

In 1858, as editor of the *Illinois Teacher* I expressed the belief, after careful examination, comparison, and use, that

"No series of books has ever obtained so many voices of approval from teachers as MCGUFFEY'S ECLECTIC READERS. Certainly no other Series has been so popular throughout the West. We unhesitatingly say that *we know of no better books*, and should not take the trouble to look for any. The printing is beautiful, the paper very fine, and the binding good, and *McGuffey's Readers* are proverbially *cheap*.

"RAY'S ARITHMETICS have deservedly shared in the popularity of the Eclectic Series. The HIGHER ARITHMETIC is better than any other that we know to be used in this country.

"RAY'S ALGEBRAS are clear, full, and comprehensive. We advise all who wish to arrange a course of studies, including Algebra, to examine these before choosing."

From the above commendation I have nothing to subtract, and to it but little to add. Some five or six prominent Series of Readers are more or less in use in this State, each having marked excellences and obvious faults. No one Series is absolutely *the best*, in the sense of excelling all others in every particular. The time may come when by common consent, and by a nobler and truer eclecticism, a Series shall be prepared embracing the acknowledged excellences and excluding the manifest errors and defects of all the rival books; but that time is probably still distant. It certainly has not yet come. No such Series exists, and to claim for any such absolute inclusive and exclusive pre-eminence is unwise, not to say absurd.

Every school ought to be provided with more than one Series of Readers, so that classes could be held to the same grade of reading till suitable proficiency is attained, without becoming weary of the monotony incident to the long continued iteration of the same lessons.

But when this is not practicable, we must choose one Series in each elementary branch; and I would therefore say to those who have asked my opinion, that if I were to select from the different Series of School Books now used in the West.



those which, *upon the whole*, I deemed best adapted to the Public District Schools of Illinois, I should choose MCGUFFEY'S NEW ECLECTIC SERIES OF READERS, and RAY'S SERIES OF ARITHMETICS and ALGEBRAS.

Other Series, as already remarked, possess some special excellences which this does not, and which would enrich the Eclectic Series; but if limited to a single Series, and left free to select, I should adopt for my own school, McGuffey's Series of Readers and Ray's Series of Arithmetics and Algebras, as combining more excellences and fewer defects than any other Series with which I am acquainted. The preference herein expressed is the result of actual use, in my own schools, of some five or six different Series of Readers, Arithmetics, and Algebras, as well as a diligent comparison of all the leading Series which have been published in the last twenty years.

\* \* \* There is another element which distinctively pervades the ECLECTIC SERIES and which has perhaps contributed, unconsciously to their readers it may be, to their remarkable popularity in this and contiguous States. I allude to the marked infusion of the genuine *Western spirit* and type of thought, sentiment, and expression which characterizes them. The author of the Series was emphatically a Western man, and the peculiar impress of his mind is refreshingly traceable in many features of the Series.

Ray's admirable Series of Arithmetics has recently been supplemented by a needed and valuable little book entitled "TEST EXAMPLES," Three Thousand in number, judiciously graded and arranged, the use of which will relieve teachers of much labor and drudgery in preparing original questions for examinations and reviews.

[Signed,]

NEWTON BATEMAN.

We heartily concur in the foregoing recommendations.

[Signed,] C. GOUDY, *Member of State Board of Education, and Chairman of Committee on Text-Books in Normal University.*

S. W. MOULTON, *Pres. of the Illinois State Board of Education.*

HENRY WING, *Member of the Illinois State Board of Education.*

RICHARD EDWARDS, *Prin. of the Illinois State Normal University.*

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*From PERKINS BASS, Esq., Member of State Board of Education.*

Mr. Bass, in a communication dated November 23, 1861, being at that time Principal of the Illinois State Normal University, writes as follows:

"I have never used any books which I consider so well adapted in all respects to the purposes of teaching reading as McGuffey's New Series; and I have no hesitation in saying that I know of no reading books superior to them.

"The Series abounds in such variety of exercises as will commend them to every practical teacher. The selections are unexceptionable in their character, and are especially fitted to interest the pupil."

[Signed,]

PERKINS BASS.

From HON. W. M. HATCH, *Member of State Board of Education.*

I have carefully examined McGUFFEY'S NEW SERIES OF READERS and am much pleased with them. The gradation, not only from book to book, but through the several books, is easy and carefully maintained. The selections are judicious, the language pure, and the moral tone elevating. Such is the plan and arrangement, especially of the smaller books, (which are the more important), that I think it will be difficult for other Series to compete with them.

I have also examined PINNEO'S ENGLISH GRAMMAR, and find it eminently practical. Its definitions are clear and precise. The volume, though small, seems to compass the subject. The author treats the language as it is, comprehends its philosophy, and leaving mere bookish theories to others, has made an *excellent* school-room text-book.

McGuffey's Series of Readers, Pinneo's Series of Grammars, and Ray's Mathematics are used in all our city schools, and with entire satisfaction.

[Signed,]

W. M. HATCH.

BLOOMINGTON, April, 1863.

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From W. H. WELLS, *Sup't of Public Schools, Chicago; Member of State Board of Education.*

I have examined the little volume of LILIENTHAL and ALLYN'S OBJECT LESSONS, with special care, and have no hesitation in pronouncing it a work of *great excellence and value*. The multiplication of well digested works of this class, affords the most satisfactory evidence of improvement in methods of primary instruction.

RAY'S TEST EXAMPLES meet a want that has long been felt in our Schools.


I have examined WHITE'S CLASS BOOK OF GEOGRAPHY with special care, and find that it embodies, in a cheap form, the *best* features of the Object System, in a course of elementary lessons, which are in accordance with nature and common sense. It is not often that so many valuable improvements are embodied in so small a volume.

[Signed,]

W. H. WELLS.

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The foregoing testimony from gentlemen of the highest educational standing, is corroborative of the fact, generally admitted by our most successful teachers, that the ECLECTIC SERIES OF SCHOOL BOOKS are among the *best*, the *cheapest*, and the *most popular* ever issued. They are more extensively introduced than any other Series published in America, and have successfully stood the severest tests of the School-room, winning the warmest approval from thousands upon thousands of our best educators.

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DE WOLF'S INSTRUCTIVE SPELLER AND HAND BOOK OF DERIVATIVE WORDS: designed to secure a thorough knowledge of the elementary sounds, and correct habits of pronunciation and orthography; containing Dictation Exercises, and a simple but complete study of derivative words. The most thorough, complete, and admirably arranged Spelling Book, published in the United States.

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THE EXAMINER, OR TEACHER'S AID; designed to assist candidates for Teachers' Certificates, in preparing for examination; also pupils, in reviewing their studies; teachers, in examining their classes; and Normal Schools and Teachers' Institutes, in class and drill exercises.

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[FROM THE OHIO EDUCATIONAL MONTHLY.]

RAY'S TEST EXAMPLES.—We predict for this work a cordial reception and a large sale.

LILIENTHAL AND ALLYN'S OBJECT LESSONS.—We commend this work to teachers. Its successful use will mark a new era in primary instruction.

EVANS' SCHOOL GEOMETRY.—We are greatly pleased with its natural arrangement of subjects, and the simple yet thorough manner in which they are treated.

DE WOLF'S INSTRUCTIVE SPELLER.—We commend this work as a superior Speller.

WHITE'S CLASS BOOK OF GEOGRAPHY.—Its use in our schools will result in a much needed reform.

[FROM THE ILLINOIS TEACHER.]

RAY'S TEST EXAMPLES.—Just the book we have long needed. We have often wished for just such a work as this *for drill*.

LILIENTHAL AND ALLYN'S OBJECT LESSONS.—A most *invaluable* book. We hope it will be put into the hands of *every* teacher.

EVANS' SCHOOL GEOMETRY.—We are exceedingly gratified with the appearance of this little book.

DE WOLF'S INSTRUCTIVE SPELLER.—A *valuable* school book, intended to be used either in the oral method or by dictation.

WHITE'S CLASS BOOK OF GEOGRAPHY.—A capital little book adapted to any series of Geographies.

[FROM THE WISCONSIN JOURNAL OF EDUCATION.]

RAY'S TEST EXAMPLES.—A very useful and labor-saving compilation for the purposes for which it is designed.

LILIENTHAL AND ALLYN'S OBJECT LESSONS.—A valuable and timely contribution to the present effort in the direction of nature's mode of teaching.

EVANS' SCHOOL GEOMETRY.—Will answer a good purpose where it is desired to introduce the study into common schools.

DE WOLF'S INSTRUCTIVE SPELLER.—A book *eminently* calculated for usefulness in schools.

WHITE'S CLASS BOOK OF GEOGRAPHY.—Its suggestions on "primary ideas," "home geography," etc., are excellent.

[FROM THE INDIANA SCHOOL JOURNAL.]


RAY'S TEST EXAMPLES.—To the teacher owning but one or two arithmetics, or not very ready in making problems, this book will be a *real* convenience.

LILIENTHAL AND ALLYN'S OBJECT LESSONS.—A neat and attractive little book, founded upon correct principles.

DE WOLF'S INSTRUCTIVE SPELLER.—We predict for it a speedy popularity.

WHITE'S CLASS BOOK OF GEOGRAPHY.—One of the small books worth more than many others of four times its size.

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